

L. 2. 1993-168
L. 2

University of Alberta Library



0 1620 3450272 2

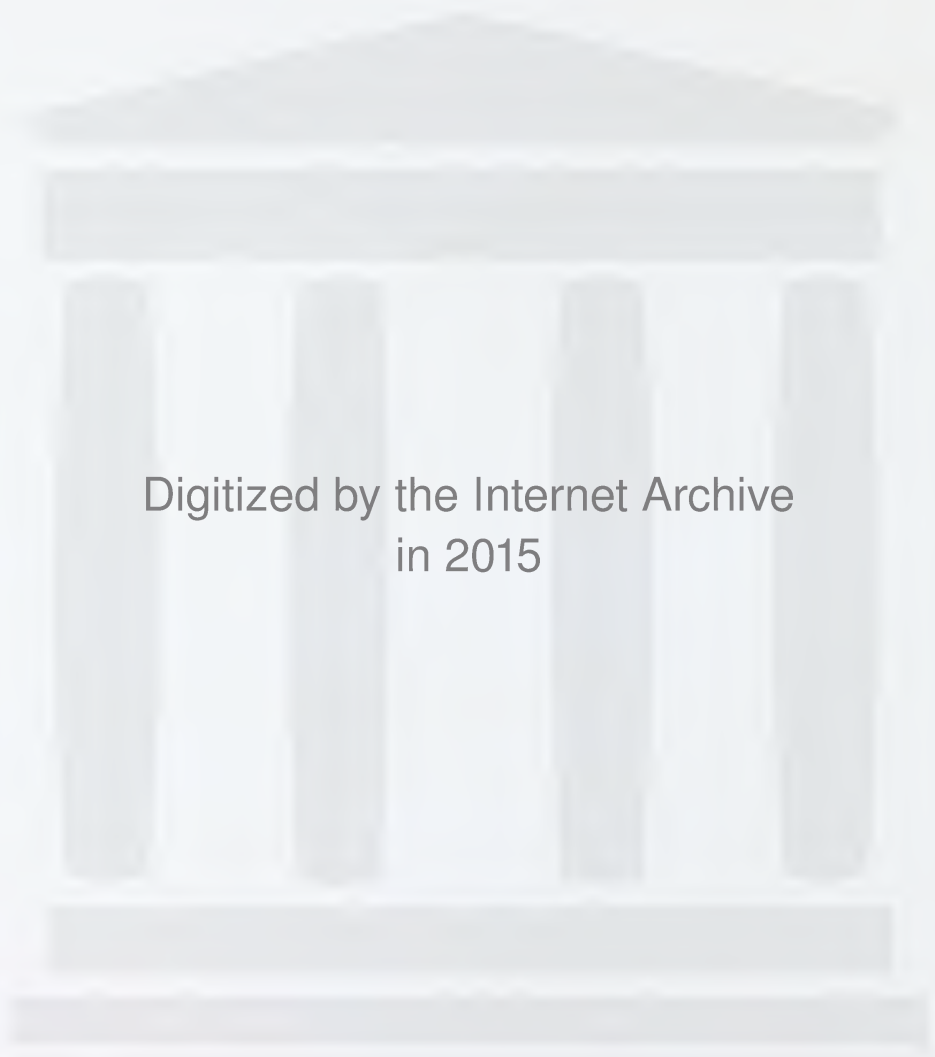
SOCIAL STUDIES 10

MODULES 1 - 6

LEARNING
FACILITATOR'S MANUAL

CANADIANA
APR 22 1993





Digitized by the Internet Archive
in 2015

<https://archive.org/details/socialstudies10l00albe>

Social Studies 10

LEARNING FACILITATOR'S MANUAL



Note

This Social Studies 10 Learning Facilitator’s Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

| This document is intended for | |
|-------------------------------|---|
| Students | |
| Teachers (Social Studies 10) | ✓ |
| Administrators | |
| Parents | |
| General Public | |
| Other | |

Social Studies 10
Learning Facilitator’s Manual
Modules 1 - 6
Alberta Distance Learning Centre
ISBN No. 0-7741-0627-1

Cover photo: PHOTO SEARCH LTD.

ALL RIGHTS RESERVED

Copyright ©1993, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your learning facilitator's manual so that it accurately reflects any necessary revisions we have had to make in the student module booklets or the assignment booklets. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the latest enhancements and upgrades for your learning facilitator's manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0, Attention: Design Department.

ADLC Learning Facilitator's Manual Registration Card

First Name

Surname

School Name

School Phone Number

School Address

City

Postal Code

Course Title

Approximate Date of Purchase



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most learning facilitator's manuals. Please take a moment to fill this out.



We look forward to hearing from you!

Contents

| | |
|---|----|
| Introduction | 1 |
| Overview of the Program of Studies | 3 |
| Overview of Social Studies 10 | 5 |
| Structure of the Learning Package | 6 |
| Using This Learning Package in the Classroom | 9 |
| Evaluation | 13 |
| Introducing Students to the System | 16 |
| Module 1 | |
| Module 2 | |
| Module 3 | |
| Module 4 | |
| Module 5 | |
| Module 6 | |
| Teacher's Copy of the Final Test with Marking Guide | |
| Final Test | |
| Teacher Questionnaire | |



Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

Small Schools Teacher

inexperienced

experienced, but in other subject areas

experienced in teaching Social Studies 10, but wanting to try a different approach

Distance Learning Teacher

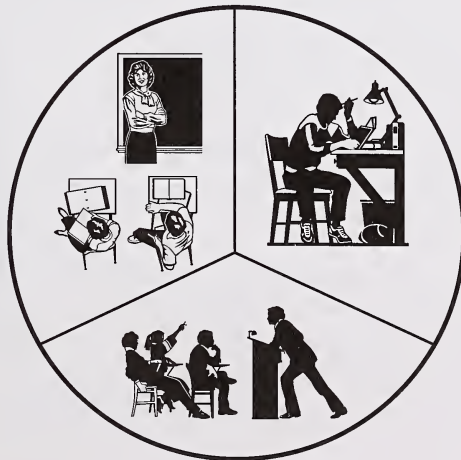
travelling to schools within the jurisdiction

using facsimile and teleconferencing to teach students within the area

Larger Schools Teacher

inexperienced

experienced in teaching Social Studies 10, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situation.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

The student materials are not the only components designed for independent, guided instruction; so is this Learning Facilitator's Manual. It begins with an overview of the current Alberta Education Program of Studies for Social Studies 10. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Social Studies 10 when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new courseware and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The courseware and LFM are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Rationale and Philosophy

“The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.”

Secondary Education in Alberta (June 1985)

Social Studies assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of Social Studies draws upon story, geography, economics, other social sciences, the behavioural sciences and humanities. The content serves as the context in which important skills and attitudes are developed.

- Students will need to be practised at using a variety of skills and strategies.
- Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions.

Goals and Objectives

Ultimate Goal: Responsible Citizenship

Basic Goal: Development of Critical Thinking

The responsible citizen uses the knowledge, skills and attitudes acquired in the school, the family, and the community.

Knowledge Objectives

These objectives take into account the history of the community, the nature of democratic society, an understanding of the nature of man, and an understanding of the social, political, technological, and economic environment.

Skills Objective

These skills are grouped into three groups:

- Process skills
- Participation skills
- Communication skills

Attitude Objectives

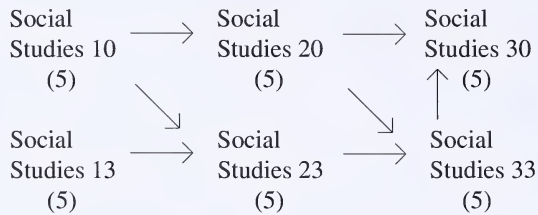
These attitude objectives describe a way of thinking, feeling, or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives.

Recommended Transfer Points

Provincially developed programs are being designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended by Alberta Education. Special circumstances may warrant student transfer at other points in the curriculum.

The high school Social Studies program offers two streams. Students may wish to consider their past success as well as their educational goals in Social Studies when selecting the best alternative. The 13-23-33 courses are designed for students who might have difficulty experiencing success in the 10-20-30 Social Studies courses. Students have a choice between Social Studies 13 and Social Studies 10 when they enter high school. Those wishing to obtain an **Advanced High School Diploma** will take the Social Studies 10-20-30 sequence. Those wishing to take a **General Diploma** may take either sequence.

The complete high school Social Studies program is illustrated here along with recommended transfer points. The number in brackets indicates credits.



Overview of Social Studies 10: Canada in the Modern World

The course is about Canada. The first part, Topic A, leads to an awareness of the nature of the country and how it has developed in the decades of this century. Topic B explores the nature of Canadian government and the role of the citizen in the Canadian democracy.

Topic A –

Canada in the 20th Century

Students will acquire an understanding of forces and events that have influenced the development of Canada and are shaping the lives of Canadians today. This study will focus on the achievement and maintenance of Canada's sovereignty, the effects of regionalism, and the development of a national identity.

Topic B –

Citizenship in Canada

Responsible citizenship requires an understanding of the structure and function of government as well as willingness to exercise the rights and duties of citizenship in a changing Canadian society. Citizenship in a democratic country like Canada is based upon the assumption that people will be actively involved in decisions affecting the community and in protecting and respecting basic human rights.



Module 1 Regionalism



Module 4 Politics and Government



Module 2 Sovereignty



Module 5 Citizen Participation



Module 3 Identity



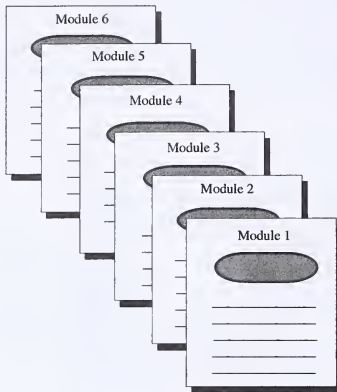
Module 6 Rights and Responsibilities

Structure of the Learning Package

Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

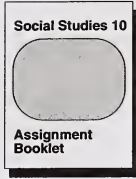
The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, and video formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

| |
|---|
| Contents |
| Overview Evaluation |
| Section 1 Activity 1 Activity 2 etc. |
| Section 2 Activity 1 Activity 2 etc. |
| Section 3 Activity 1 Activity 2 etc. |
| Section 4 Activity 1 Activity 2 etc. |
| Module Summary |

Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, for faxing, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**



VIDEO

The package also includes reference to media. Pathways have been developed so students can use a variety of media to achieve the objective. These different routes have been included to suit different learners. Wherever videos have been included, a print pathway is also available. This way, if the media resource isn't available or desired, a student can follow the print pathway and still successfully achieve the objective.



PRINT PATHWAY
ALTERNATIVE

Materials, Media, and Equipment

Mandatory Components

| Equipment (Hardware) | Media | Materials |
|----------------------|-------|---|
| | | <ul style="list-style-type: none"> • LFM for Social Studies 10 • one complete set of module booklets (6) and assignment booklets (6) for each student • There is a final test. |

Optional Components

| Equipment (Hardware) | Media | Materials |
|---|---|-----------|
| <ul style="list-style-type: none"> • VCR | <ul style="list-style-type: none"> • videocassettes <p>Canada Series</p> <ul style="list-style-type: none"> – <i>Canada's Relationship With the Rest of the World</i> – <i>Canadian Sovereignty</i> – <i>Citizen Participation and the Birch River Campaign</i> – <i>Identity</i> – <i>Multiculturalism</i> – <i>Postcards from Canada</i> – <i>The Canadian Parliamentary Video: How Canada's Government Really Works</i> – <i>Enemy Alien</i> – <i>Frozen Caution: Land Claims and Aboriginal Rights</i> – <i>Gift of Freedom: A Charter on Trial</i> – <i>The Road to Patriation</i> <p>Videocassettes used in the course may be available from ACCESS Network or you may also call your regional library service for more information.</p> | |

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each unit, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

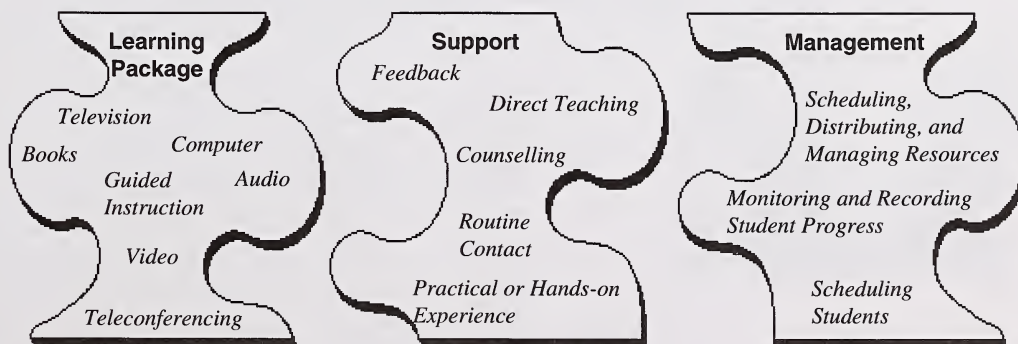
Open-learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed, due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners, individually regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

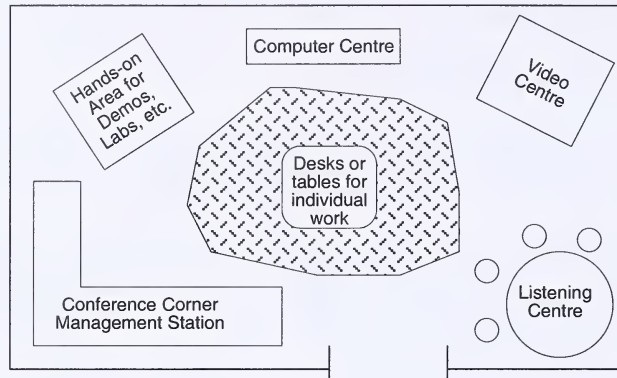
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the module booklet. High school students have solutions, models, explanations, and guides included in the appendix of every module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.) or something prescheduled like the demonstration of a process, or involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Final |
|-------------------------|----------|----------|----------|----------|----------|----------|-------|
| <i>Billy Adams</i> | P | | | | | | |
| | A | | | | | | |
| <i>Louise Despins</i> | P | | | | | | |
| | A | | | | | | |
| <i>Violet Khaissian</i> | P | | | | | | |
| | A | | | | | | |

P = Projected Completion Date A = Actual Completion Date

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student’s final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Year's Average | Final Test | Final Mark |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|------------|------------|
| <i>Billy Adams</i> | 67 | 65 | 54 | 47 | 78 | 67 | 63 | | |
| <i>Louise Despins</i> | 43 | 50 | 54 | 55 | 48 | 42 | 49 | | |
| <i>Violet Khaissian</i> | 65 | 65 | 66 | 68 | 67 | 70 | 67 | | |

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

| Module 1 | | | |
|----------|----------------|--------------------|-----------------|
| Date | Module Booklet | Assignment Booklet | Resources/Media |
| | | | |

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

1. Does the student approach the work in a positive manner?
2. Is the student struggling with the reading level?
3. Does the student make good use of time?
4. Does the student apply an appropriate study method?
5. Can the student use references effectively, etc.?

| | B. Adams | L. Despina | V. Klassian | H. Smith | K. Dalley |
|--|----------|------------|-------------|----------|-----------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar or at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment in your assignment booklet?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

Informal Evaluation: Assignments

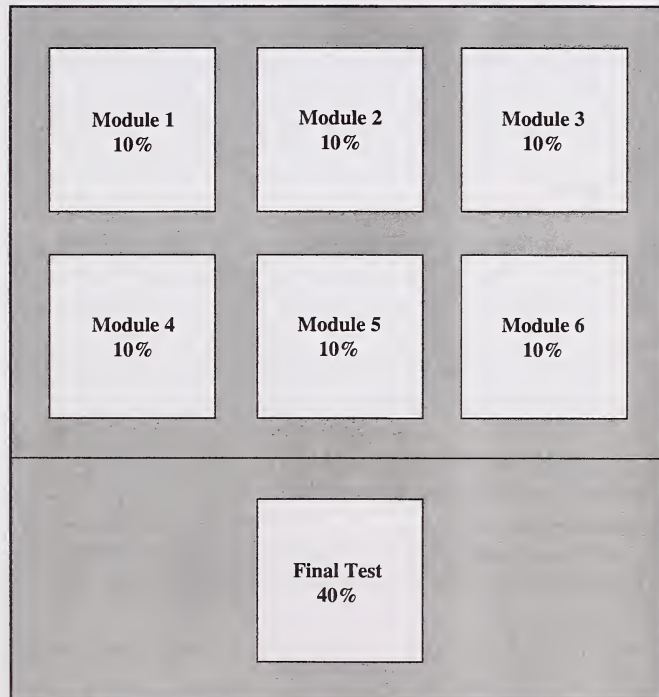
Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated and that all students clearly understand what is expected.

Final Test

All LFMs include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, give the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included.

The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

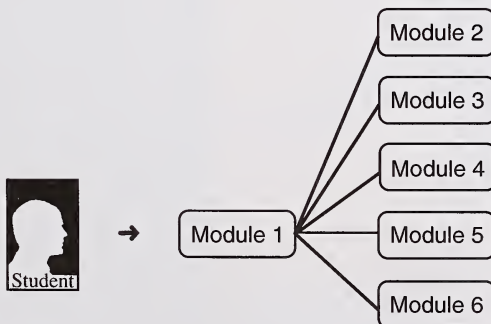
Reading Level

These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

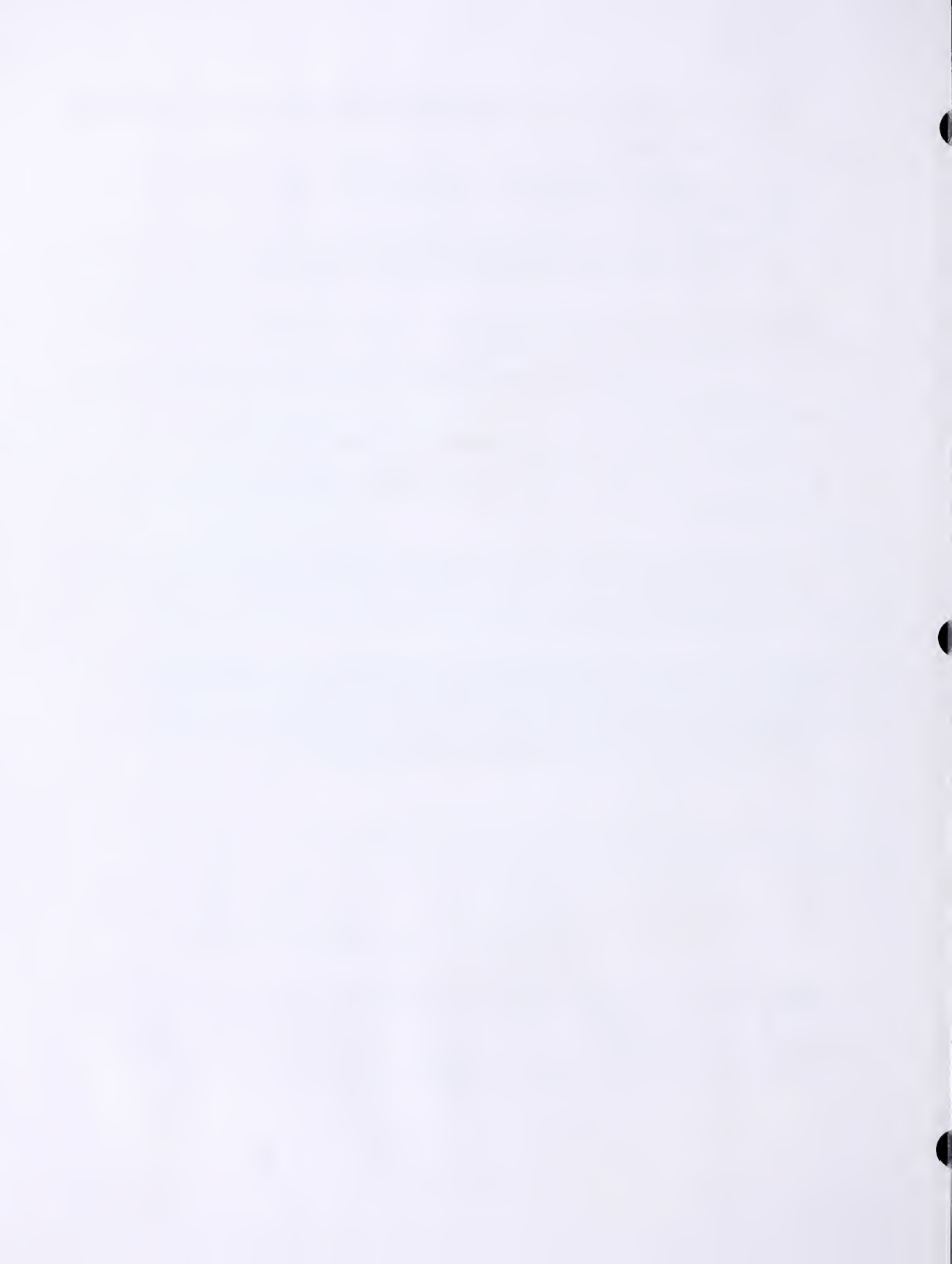
- the recognition that vocabulary and concepts are basic to understanding content materials and thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and optional videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media pathways and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin in your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.



It is recommended that you start with Module 1 as this module includes basic information and explanations.

Each module is self-contained although there is some cross-referencing; students are at liberty to work on any module in any order after completing Module 1.



LEARNING FACILITATOR'S MANUAL

SOCIAL STUDIES 10

M O D U L E 1 REGIONALISM



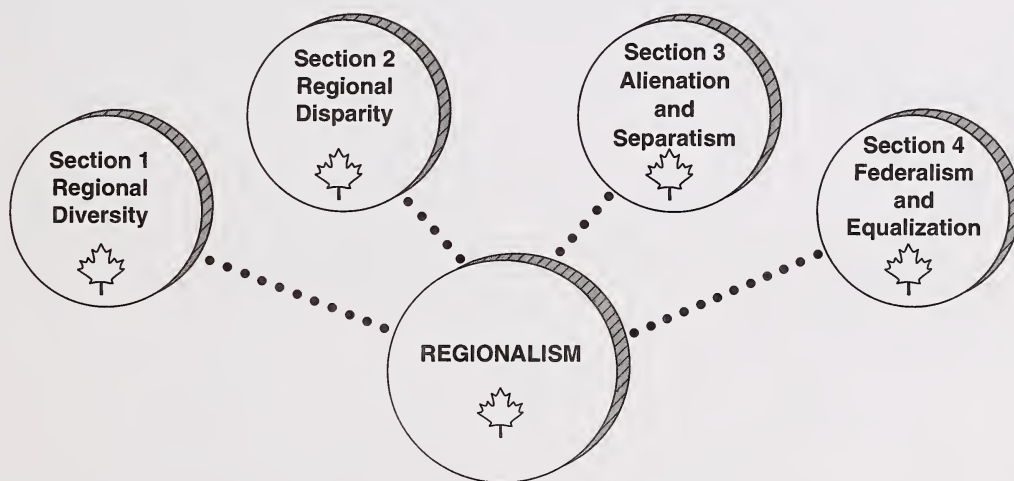
Cover Photo: WESTFILE INC.

Module 1: Regionalism – Overview

The key emphasis in this module is on the regional nature of Canada and the challenges this presents to Canadian unity.

The module is divided into four sections. The first examines the regional diversity of Canada focussing on geographic, cultural, and historical causes of that diversity. The second looks at how this diversity causes disparity, essentially economic disparity, among Canada's regions. The third section investigates the phenomena of alienation and separatism in Canada. Case studies of separatism in the West and in Quebec are used as specific illustrations. Finally, Section 4 turns to ways in which Canada attempts to overcome the disparities existing among the regions. The federal structure of the Canadian government and equalization programmes are examined in particular.

In this module students should learn about Canada's regionalistic nature and the challenges this poses to Canada's national unity. Student's should have a sound grasp of the geographic, cultural, and historic forces that have made for Canada's disparate nature and that have resulted in such manifestations as alienation and separatism. They should also be aware of how Canada struggles to overcome such regionalistic problems both politically and economically.



Evaluation

The evaluation of this module will be based on four section assignments:

| | |
|----------------------|-------------|
| Section 1 Assignment | 30% |
| Section 2 Assignment | 30% |
| Section 3 Assignment | 30% |
| Section 4 Assignment | <u>10%</u> |
| TOTAL | 100% |

Section 1: Regional Diversity

Key Concepts

- **diversity**
- **regionalism**
- **pluralism**
- **multiculturalism**

Students should be able to identify Canadian geographic diversity with reference to physical features, landforms, vegetation, climate, population, natural resources, and economy. They should recognize that Canada is a vast country which has been organized into provinces and that Canada has a diverse population. A land of immigrants, Canada has encouraged pluralism through such policies as multiculturalism.

Please note:

There are alternative activities in this module based on video programs, that you may wish your students to do. The first is in Enrichment of Section 3 and requires *Postcards from Canada* (28.5 min.) from the ACCESS Network Canada series. The other involves *Road to Patriation* (NFB, 56 min.) which has an activity in Enrichment of Section 4. If you plan to use these you may want to order them now.

Section 1: Activity 1

- 1. On the outline map given here, draw the borders of Canada's ten provinces and two territories where you think they should be (no cheating!) and fill in their names.



2. Now list in the spaces given the names of the ten provinces and two territories, and beside each write the name of its capital city. Then estimate the population of each province and territory.

| Province or Territory | Capital City | Population (to nearest 1000) |
|------------------------------|----------------------|---|
| <i>Newfoundland</i> | <i>St. John's</i> | <i>568 000</i> |
| <i>Prince Edward Island</i> | <i>Charlottetown</i> | <i>129 000</i> |
| <i>Nova Scotia</i> | <i>Halifax</i> | <i>884 000</i> |
| <i>New Brunswick</i> | <i>Fredericton</i> | <i>714 000</i> |
| <i>Quebec</i> | <i>Quebec City</i> | <i>6 639 000</i> |
| <i>Ontario</i> | <i>Toronto</i> | <i>9 431 000</i> |
| <i>Manitoba</i> | <i>Winnipeg</i> | <i>1 085 000</i> |
| <i>Saskatchewan</i> | <i>Regina</i> | <i>1 011 000</i> |
| <i>Alberta</i> | <i>Edmonton</i> | <i>2 401 000</i> |
| <i>British Columbia</i> | <i>Victoria</i> | <i>2 984 000</i> |
| <i>Yukon</i> | <i>Whitehorse</i> | <i>25 000</i> |
| <i>Northwest Territories</i> | <i>Yellowknife</i> | <i>52 000</i> |

3. Ottawa, Canada's capital, is situated on a river that separates two provinces. Which two provinces are these?

The two provinces are the following:

- *Quebec*
- *Ontario*

4. No doubt you know that Quebec has the highest percentage of French-speaking people. Which province has the second highest percentage?

New Brunswick has the second highest percentage.

5. Which province carries out the most manufacturing?

Ontario carries out the most manufacturing.

6. List any three provinces other than Alberta and beside each list its two or three main industries.

Here are possible answers. They are not meant to be complete.

| Province | Industries |
|-----------------------------|--|
| <i>Newfoundland</i> | <i>fishing, mining, forestry</i> |
| <i>Prince Edward Island</i> | <i>agriculture, fishing, tourism</i> |
| <i>Nova Scotia</i> | <i>fishing, mining, forestry</i> |
| <i>New Brunswick</i> | <i>forestry, fishing, agriculture</i> |
| <i>Quebec</i> | <i>manufacturing, hydroelectricity, mining, pulp and paper</i> |
| <i>Ontario</i> | <i>manufacturing, agriculture, mining</i> |
| <i>Manitoba</i> | <i>agriculture, mining</i> |
| <i>Saskatchewan</i> | <i>agriculture, oil, mining (especially potash, uranium)</i> |
| <i>British Columbia</i> | <i>forestry, mining, fishing, tourism</i> |

7. Here are a number of Canadian geographic features. Match the numbers from the following map to the name of the feature.

- | | |
|------------------------------------|----------------------------|
| <u>11</u> Lake Superior | <u>1</u> Coastal Mountains |
| <u>16</u> Lake Erie | <u>6</u> Mackenzie River |
| <u>13</u> Lake Huron | <u>18</u> Great Slave Lake |
| <u>14</u> Lake Michigan | <u>5</u> Anticosti Island |
| <u>17</u> Lake Ontario | <u>20</u> Ungava Bay |
| <u>8</u> South Saskatchewan River | <u>4</u> Niagara Falls |
| <u>19</u> North Saskatchewan River | <u>9</u> Lake Winnipeg |
| <u>2</u> James Bay | <u>3</u> Lake Athabasca |
| <u>7</u> Baffin Island | <u>10</u> Fraser River |
| <u>15</u> St. Lawrence River | <u>12</u> Great Bear Lake |



Teaching Suggestions

Have students mark on a map where they have travelled or lived in Canada. If it is a class setting, how far north has someone been? What is the farthest east, west, or south someone has lived or been? Discuss differences in geography or climate that may have been found in the various places.

Section 1: Activity 2

1. What evidence does the map provide to suggest that Canada is a diverse country physically?

There are numerous physical regions.

2. Do the boundaries for political and physical regions tend to correspond (that is, be in the same place)?

No, political and physical boundaries do not tend to correspond.

3. Place in the spaces in the right-hand column the names of the provinces or territories that fall into each physical region. It is possible to use a province or territory more than once as it may fall into two or more regions. One is done for you.

| Physical Region | Provinces/Territories |
|--|---|
| Cordillera | <i>Yukon/Northwest Territories/British Columbia/Alberta</i> |
| Great Central Plain | <i>British Columbia/Yukon/Northwest Territories/Alberta/Saskatchewan/Manitoba</i> |
| Canadian Shield | <i>Northwest Territories/Alberta/Saskatchewan/Manitoba/Ontario/Quebec</i> |
| Great Lakes-St. Lawrence Lowlands | <i>Ontario/Quebec</i> |
| Atlantic | <i>Nova Scotia/New Brunswick/Prince Edward Island/Newfoundland</i> |
| North | <i>Yukon/Northwest Territories/Manitoba/Ontario/Quebec</i> |

Section 1: Activity 3

1. In your own words explain what a physical region is.

A physical region is an area that is distinct because of the type of land it contains, for example, mountains, plains, tundra, or rock.

2. Why don't Canada's political divisions match its physical regions more closely?

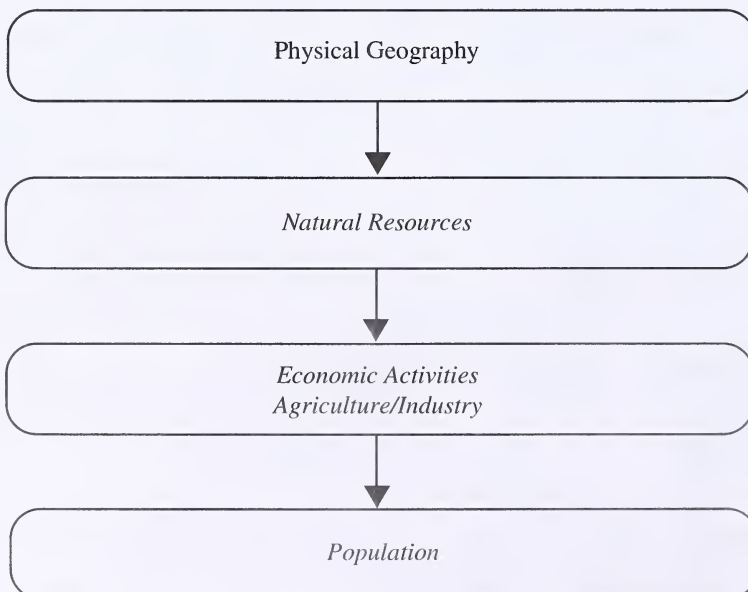
As Canada was settled, forces such as population, economics, and politics created its political divisions.

3. Explain how physical geography affects where people live.

Physical geography determines an area's natural resources. Natural resources determine the types of economic activities possible. Economic activities affect population levels.

4. Based on the reading, *Canada's Physical Regions*, organize the following information to show a cause/effect relationship. The first box has been filled in to get you started. To determine the term for the next box, consider which of the remaining three terms is the most direct result of physical geography.

- Economic Activities (Agriculture/Industry)
- Population
- Natural Resources
- Physical Geography



Section 1: Activity 4

Use the preceding maps to complete the following chart. This should enable you to see more clearly the relationships between physical geography, climate zones, and vegetation zones in Canada.

The information on the Atlantic region has been filled in to give you an example.

| Physical Region | Climate | Vegetation |
|--------------------------------------|--------------------------------|---|
| North | <i>arctic/boreal</i> | <i>tundra</i> |
| Cordillera | <i>west coast/mountain</i> | <i>commercial forest/ mixed farming/tundra</i> |
| Great Central Plain | <i>mountain/prairie/boreal</i> | <i>mixed farming/grazing land/ irrigated land</i> |
| Canadian Shield | <i>boreal</i> | <i>commercial forest/ non-commercial forest</i> |
| Great Lakes-St. Lawrence Lowlands | <i>southeastern</i> | <i>mixed farming</i> |
| Atlantic | boreal, southeastern | commercial forest, mixed farming |

Teaching Suggestions

Collect pictures showing the topography of the different regions. Perhaps create a collage of what each region looks like.

Section 1: Activity 5

1. What problems do you think might arise in Canada due to the imbalances in its provincial populations?

Answers will vary. One problem is that some provinces would tend to carry more political weight than others. Would they always (or almost always) get their way in a dispute?

Responses for Question 2. and 3. a. have been combined.

2. As you can see, Canada's population is by no means distributed equally among the provinces and territories. This is shown even more clearly when the percentage of the total population is calculated for each province and territory.

Here is how to calculate the percentage of Canada's population for Ontario:

$$\frac{9\,840\,000 \text{ (population of province)}}{26\,833\,000 \text{ (population of Canada)}} \times 100 = 36.7\%$$

Using the statistics you have been given, calculate the percentage of Canada's population accounted for by each province and territory. Round off numbers to one decimal point.

3. One way to observe your calculations is to construct a circle graph. The first thing to do is to change your percentages to angular degrees.

Here is how to calculate angular degrees:

A circle has 360 degrees, while percentages total 100. Therefore, one percent will be $\frac{360}{100}$ or 3.6 degrees. To find the angular degrees for a particular province, multiply the population percentage (this is the number you calculated in the previous question) by 3.6 (the number of degrees per each percent). Remember, round off your answer to the nearest degree.

Here are the calculations for Ontario:

$$36.7 \times 3.6 = 132.1 \text{ degrees, rounded off to } 132 \text{ degrees}$$

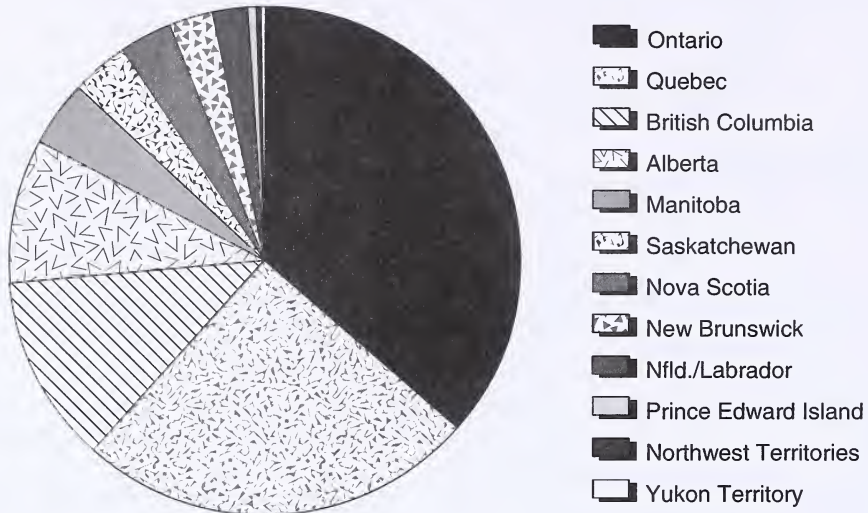
- a. Complete the following chart by calculating the angular degrees for each province and territory. Use the percentages you obtained in Question 2.

| Province/Territory | % Population | Angular Degrees |
|---------------------------|---------------------|------------------------|
| Ontario | 36.7 | 132 |
| Quebec | 25.4 | 91 |
| British Columbia | 11.9 | 43 |
| Alberta | 9.3 | 33 |
| Manitoba | 4.1 | 15 |
| Saskatchewan | 3.7 | 13 |
| Nova Scotia | 3.3 | 12 |
| New Brunswick | 2.7 | 10 |
| Newfoundland/Labrador | 2.1 | 8 |
| Prince Edward Island | 0.5 | 2 |
| Northwest Territories | 0.2 | 1 |
| Yukon Territory | 0.1 | 1 |

- b. Now complete the circle graph that follows. To complete the circle graph, you will need to make use of a protractor to measure the angular degrees necessary for each province and territory. Note that the starting point for dividing the circle is 0 degrees. Each section is then drawn in a clockwise direction. Before you begin, make certain your calculations add up to 360 degrees. If not, small changes may have to be made for rounding off to the nearest whole number. The first sector for Ontario has been drawn in at 132 degrees. Your sectors should be drawn in using the same order as they appear in the statistics.

Finally, use coloured pencils to colour-code your graph, matching the colour in the space beside each province to the corresponding section of the circle.

Population Distribution of Canada



4. What advantage is there to using a circle graph rather than a list of numbers?

Using a circle graph allows you to see more clearly just how the parts of something make up the whole.

Section 1: Activity 6

1. Are most Canadians urban or rural dwellers?

Of Canada's population, over three-quarters live in urban areas.

2. In which regions of Canada do you find the highest percentage of rural dwellers?

The Northwest Territories and the Atlantic region have the highest percentage of rural dwellers.

3. It may surprise you to see that even in the three prairie provinces, where agriculture is so important an industry, the bulk of the people live in cities. Suggest a reason why this might be true.

Prairie farms have become very large. A wide area of land supports only a few farm families. Meanwhile those people providing services for farmers concentrate in towns, while industries like oil and gas concentrate the population in cities.

Section 1: Activity 7

1. Complete the following chart based upon what you have just learned about the Atlantic region.

The Atlantic Region

Main Physical Features

- *northern part of Appalachian Mountain range*
- *Atlantic Ocean, rugged coastline, offshore continental shelf*

Climate

- *Maritime climate*
- *cool winters/warm summers*

Vegetation

- *agricultural crops*
- *commercial forest*

Population

- *generally low density of population except for P.E.I.*

Economic Activities

- *fishing*
- *forestry*
- *farming*
- *mining*

2. What would be the major benefit of off-shore oil development on the East Coast?

The benefit would be increased economic prosperity. Industry would also be diversified.

- If you lived in Canada's Atlantic region, what concerns might you have about off-shore oil development?

The possibility of oil spills poses a danger to the fishing industry and to the seas in general. There is also the possibility of becoming economically dependent on the petroleum industry, making for a boom-and-bust economy.

- One of the major resources of the East Coast is fish. The same is also true of the West Coast, but not to the same extent. Here is a comparison.

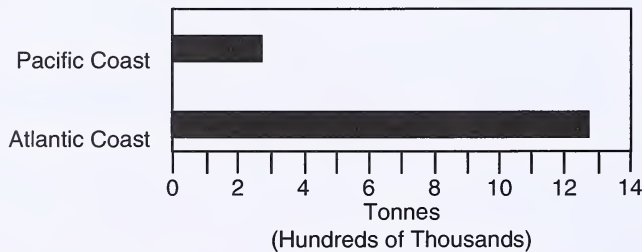
Volume and Value of Fish Caught in 1987

| Atlantic Coast | | Pacific Coast | |
|--------------------|------------------|--------------------|------------------|
| Tonnes live weight | Value in \$1000s | Tonnes live weight | Value in \$1000s |
| 1 266 000 | 1 126 000 | 262 000 | 402 000 |

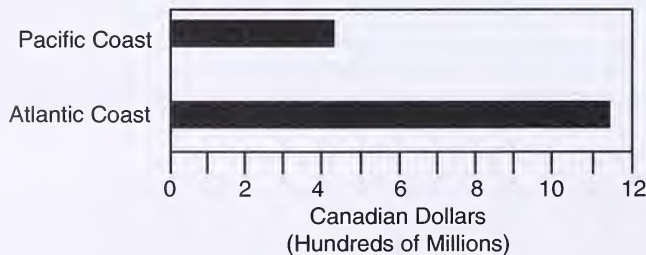
Source: Department of Fisheries and Oceans, 1987

- Use the preceding information to complete the following bar graphs. The first compares the volume of fish caught on the Atlantic and Pacific Coasts. The second compares the total dollar value of those fish.

(1) **Volume of Sea Fish Caught**



(2) **Value of Sea Fish Caught**



- b. What conclusions can you make about the fishing industries on Canada's two coasts?

The volume of fish caught off the East Coast in 1987 was more than four times the amount caught off the West Coast. The difference in value was less (about 3 times more).

Section 1: Activity 8

1. Complete the following chart based upon what you have just learned about the Great Lakes-St. Lawrence Lowlands.

The Great Lakes-St. Lawrence Lowlands

Main Physical Features _____

- *flat plains*
- *large lakes*

Climate _____

- *southeastern climate*
- *wide range of temperatures*
- *hot summers/cold winters*

Vegetation _____

- *farmland*

Population _____

- *large urban centres*
- *dense populations*

Economic Activities _____

- *agriculture*
- *manufacturing*

2. Examine the following statistics, giving each province's share in the value of Canada's manufacturing industries. (The large majority of the manufacturing in Ontario and Quebec goes on in the Great Lakes-St. Lawrence Lowlands.)

Value of Manufacturing in Canada – 1988

| Province | Share (%) |
|----------------------|-----------|
| Newfoundland | 0.60 |
| Prince Edward Island | 0.13 |
| Nova Scotia | 1.80 |
| New Brunswick | 1.90 |
| Quebec | 24.70 |
| Ontario | 52.80 |
| Manitoba | 2.20 |
| Saskatchewan | 1.10 |
| Alberta | 6.10 |
| British Columbia | 8.60 |
| The Territories | 0.02 |

STATISTICS CANADA

- a. Which two provinces make up most of the value of manufacturing in Canada?

The two provinces that make up the most manufacturing are the following:

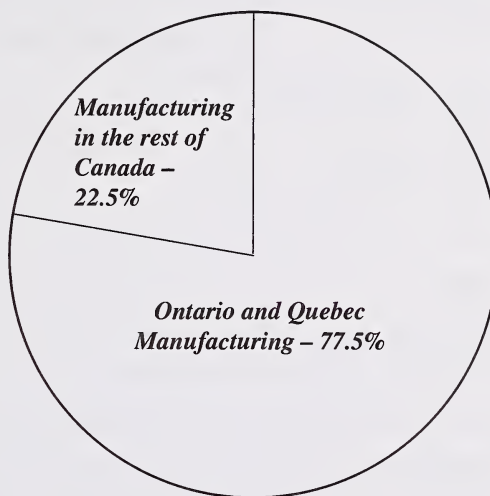
- *Ontario (52.8%)*
- *Quebec (24.7%)*

- b. What is their combined percentage?

Their combined percentage is 77.5%.

3. Make a circle graph showing the percentage of manufacturing contributed by Ontario and Quebec compared to the rest of Canada. (You may wish to refer back to Activity 5 for directions.) Be sure to label your graph and give it a title.

Value of Manufacturing in Canada
(You may have chosen a different title.)



4. What factors make the Great Lakes-St. Lawrence Lowlands so successful as a manufacturing region?

Some factors include the following:

- *a large population*
- *early settlement*
- *good transportation links to market*
- *good links to sources of raw materials*

5. What are some of the present and future problems of the Lowlands region?

Some problems include the following:

- *loss of farmland*
- *pollution*
- *urban sprawl*

Section 1: Activity 9

1. What problem does the reading foresee in the exploration of the Shield's natural resources?

There is the risk to the environment posed by the thoughtless exploitation of the Shield's resources.

2. Complete the following chart based upon what you have just learned about the Canadian Shield.

The Canadian Shield

Main Physical Features _____

- *rocky outcrops*
- *numerous lakes and rivers*

Climate _____

- *boreal, continental*
- *long, cold winters, short, cool summers*

Vegetation _____

- *mainly coniferous trees*

Population _____

- *thinly populated*

Economic Activities _____

- *logging*
- *mining*

Section 1: Activity 10

1. Why is diversification of the economy important for the Plains region?

A reliance on a few natural resources leaves the areas vulnerable to variations in demand. If demand for one product should decline, this can create great economic hardships.

2. Complete the following chart based upon what you have just read about the Great Central Plain.

The Great Central Plain

Main Physical Features _____

- *rolling plains*
- *forest*
- *flat plains*

Climate _____

- *cold winters/hot summers (continental climate)*

Vegetation _____

- *farmland, grazing land*
- *forest*

Population _____

- *two-thirds of the people in towns and cities*
- *small towns*
- *threat to family farms*

Economic Activities _____

- *farming*
- *ranching*
- *oil and natural gas*

Section 1: Activity 11

1. What common problems of development face the Cordillera region, the Canadian Shield, and the Great Central Plain?

Natural resources must be managed carefully. The economy depends heavily on a few industries.

2. Complete the following chart based upon what you have read about the Cordillera region.

The Cordillera Region

Main Physical Features _____

- *mountains*

Climate _____

- *maritime climate (mild)*
- *rainy areas and dry areas*

Vegetation _____

- *lush vegetation, huge trees*

Population _____

- *mostly concentrated in Vancouver and Victoria*
- *three-quarters of people in cities*

Economic Activities _____

- *logging, pulp and paper*
- *mining*
- *hydroelectric power*

Section 1: Activity 12

1. Complete the following chart based upon what you have read about Canada's North.

The North

Main Physical Features

- *flat and swampy lowlands*
- *mountains*
- *rolling lowlands*

Climate

- *boreal and arctic*
- *long, cold winters*
- *brief, cool summers*

Vegetation

- *small, hardy plants*
- *delicate ecology*

Population

- *sparse populations, small settlements*

Economic Activities

- *trapping*
- *fishing*
- *oil and natural gas*

2. What major problems does development pose for the northern environment?

The natural plant life and animal life are part of a fragile environment that is easily destroyed by development.

Section 1: Activity 13

1. Explain the term “culture”.

A culture is the shared way a group of people go about ordering and living their lives. It includes such things as values, religion, language, food, clothing, marriage customs, and approaches to rearing children.

2. What general statement can you make about Canadians by taking a quick look at the preceding chart *The Cultural Origins of Canadians in 1986*?

Canadian culture is very diverse.

3. Think of your own circle of friends and acquaintances, and compare them to the preceding list of the cultural origins of Canadians. Write down some of the cultural origins represented by your friends.

This answer depends entirely upon you.

4. Examine your own cultural past a bit, using your parents and/or grandparents for help. Try to answer the following questions:
 - a. What is your own cultural background?
 - b. Who was the first of your ancestors to come to Canada? From where did he or she come?
 - c. When did this person immigrate? Be approximate if you can't discover a precise date.
 - d. Why did he or she come to Canada?
 - e. Does your family attempt to maintain any traditions from its cultural background, such as customs, language, or food? If so, list some of the ways in which your family strives to maintain its link to its roots.

These answers depend upon you. Did you uncover any interesting or surprising facts?

5. Is Canada strengthened or weakened by encouraging its citizens to retain the cultures of their lands of origin? List reasons for your answers.

This answer is personal. The question wants your views. Did you defend your position honestly and fairly? Is there any prejudice in your answer?

Teaching Suggestions

Have students create family trees, showing the ethnic roots of their ancestors. If in a class setting, compare results.

Section 1: Activity 14

1. a. Comparing the statistics for 1911 and 1986, which cultural groups had increased by the greatest percentage? Decide between the French and English combined in relation to some of the other ethnic groups.

In comparison to the French and English, other groups had increased by a greater percentage. The British and French had increased by about 260 percent while the Italians had increased by 2175 percent and the Germans by 595 percent.

- b. Has there been much of a change in the mix of ethnic origins in Canada between 1911 and 1986?

There does not appear to have been any great change. The main groups are still represented in about the same proportion with the Italians and Natives (Aboriginals in 1986) increasing somewhat more than the others.

2. Now imagine that you are a Ukrainian farmer arriving in Canada around the turn of the century, penniless, uneducated, unable to speak English, yet able to work your own land for the first time in your life.



Write a short letter to your relatives back in the Ukraine describing your first impression of life in Canada. Use your imagination.

This answer requires imagination and some knowledge of life in Alberta several generations ago. In your answer you might have mentioned the fear of the unknown, the difficulties in being unable to communicate, but the joy in being free to carve out a decent life through honest hard work.

3. Imagine that you are a French-Canadian. Explain in a paragraph why you feel that your culture has the greatest claim to being Canada's founding culture.

In your answer you should have pointed out the fact that the French were the first Europeans to settle in what is today Canada, and that they were the first to explore large parts of the continent. There are families in Quebec who have been there for 300 years.

4. Ontario is generally felt to be the bastion or a stronghold of conservative English-speaking Canada, with the strongest ties to England. Given the origins of this province, why might this be true?

Ontario was first settled by Loyalists fleeing the American Revolution. These would have been the people in the Thirteen Colonies most loyal to England, so loyal that they'd leave home and start over rather than remain in the United States. In many ways these Loyalists set the tone for Ontario's development.

Section 1: Follow-up Activities

Extra Help

Activity A

1. a. Cut out each piece from the worksheets provided and fit the map together on the large sheet of paper. What picture have you created?

A map of Canada has been created from the puzzle pieces.

- b. Paste the pieces securely. With the aid of your atlas, neatly print the names to identify each province and territory. List the provinces and territories from west to east.

See numbers in the following map.



2. Carefully observe each province and territory, and list them in order of size from largest to smallest.

- | | |
|---------------------------------|--------------------------------|
| a. <i>Northwest Territories</i> | g. <i>Manitoba</i> |
| b. <i>Quebec</i> | h. <i>Yukon</i> |
| c. <i>Ontario</i> | i. <i>Newfoundland</i> |
| d. <i>British Columbia</i> | j. <i>New Brunswick</i> |
| e. <i>Alberta</i> | k. <i>Nova Scotia</i> |
| f. <i>Saskatchewan</i> | l. <i>Prince Edward Island</i> |

3. a. Look carefully at the edges of each province. Now put the provinces into four categories:
- all edges uneven: *P.E.I, Nova Scotia*
 - most edges uneven: *New Brunswick, Newfoundland (and Labrador), Ontario, Quebec, B.C., Northwest Territories*
 - most edges smooth: *Yukon, Alberta, Manitoba*
 - all edges smooth: *Saskatchewan*

- b. Why are some edges or boundaries smooth lines or arcs?

Smooth lines indicate purely artificial, political boundaries. Uneven boundaries follow natural divisions.

- c. Where are most of the smooth boundaries found?

Most of the smooth boundaries are found in the interior.

4. Here are further map activities:

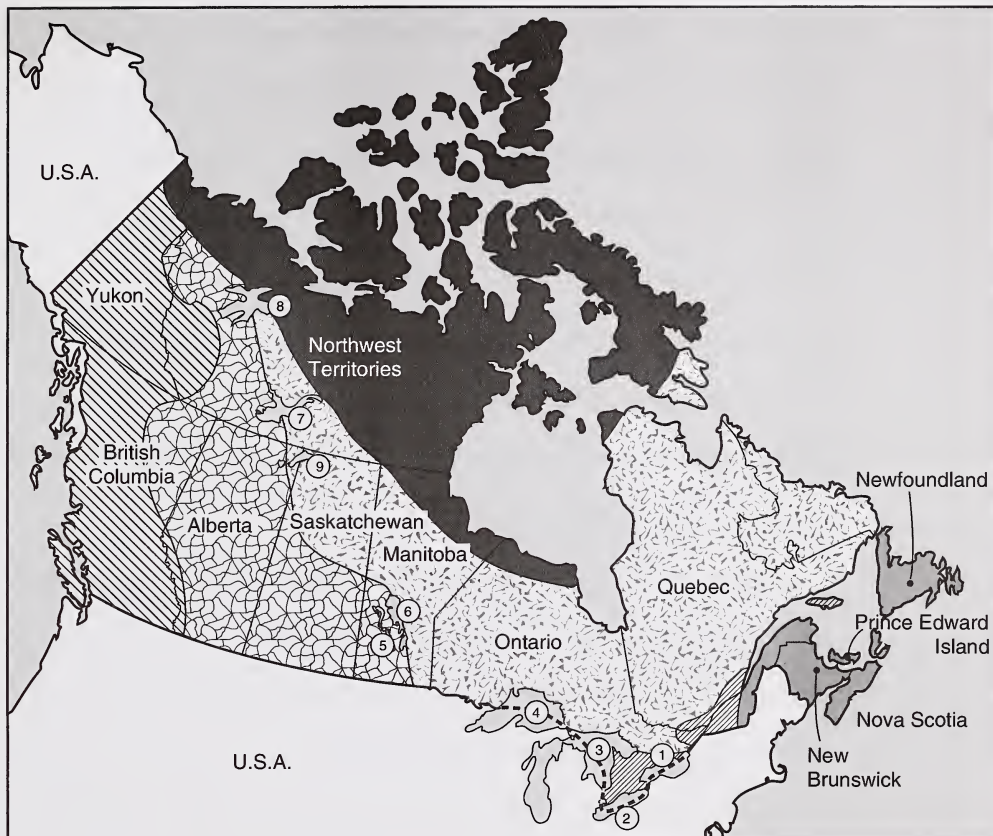
- a. Very lightly draw in the outlines of the following lakes and label them: Lake Erie, Lake Ontario, Lake Huron, Lake Superior, Lake Manitoba, Lake Winnipeg, Great Slave Lake, Great Bear Lake, Lake Athabasca.
- b. Draw a dotted line through the Great Lakes to show the boundary between Canada and the United States.

5. Do you recall the physical regions of Canada? Review the section notes if you don't recall them.

- a. Draw the boundaries for each physical region of Canada. Label each region, using a different size of print.
- b. Construct a key (or legend) for your map and shade each physical region, matching the key with a different colour.
- c. Draw a border around your map and give your map a title.

Answers for Questions 4. and 5. are given in the following map.

Canada (Other titles are possible.)



Canadian Lakes:

- ① Lake Erie
- ② Lake Ontario
- ③ Lake Huron
- ④ Lake Superior
- ⑤ Lake Manitoba
- ⑥ Lake Winnipeg
- ⑦ Great Slave Lake
- ⑧ Great Bear Lake
- ⑨ Lake Athabasca

Canada-U.S.A. border through the Great Lakes



Geographic Regions

- Great Lakes
- Atlantic
- Cordillera
- Shield
- North
- Plains

Activity B

Each of the following clues describes one of Canada's ten provinces. Try to identify each province.

1. Which province is named for the Iroquois word meaning "lake"?

Ontario is named for the Iroquois word meaning "lake" .

2. Which province's name means New Scotland?

Nova Scotia means New Scotland.

3. Which province means that it is a land which has just been discovered?

Newfoundland means a land just discovered.

4. Which province was named because it had the British part of the river flowing through it?

British Columbia was named for the British part of a river.

5. This one is easy. Which Canadian province was named after the House of Brunswick?

New Brunswick was named after the House of Brunswick.

6. This province was named after the daughter of Queen Victoria.

Alberta was named after Queen Victoria's daughter.

7. The name of this province means either water and prairie, or lake of the Maniti.

Manitoba means either water and prairie or lake of the Maniti.

8. Which province was named in honour of Edward, Duke of Kent?

Prince Edward Island was named in honour of the Duke of Kent.

9. This province's name comes from a Cree word meaning swift flowing, as used to describe the great river of the prairies.

Saskatchewan comes from a Cree word.

10. This province's name comes from an Algonquin word meaning where the river narrows.

Quebec comes from an Algonquin word.

Activity C**Provinces and Capitals Word Game**

1. Name the ten provinces and their capital cities.

Province

Newfoundland
Prince Edward Island
Nova Scotia
New Brunswick
Quebec
Ontario
Manitoba
Saskatchewan
Alberta
British Columbia

Capital City

St. John's
Charlottetown
Halifax
Fredericton
Quebec City
Toronto
Winnipeg
Regina
Edmonton
Victoria

2. Find the names of each of the provinces and its capital city in the following puzzle and enclose each one with lines. The names may be in any direction – forward, backward, or diagonally.

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | R | S | S | P | B | W | I | N | N | I | P | E | G | Y | G | F | R | C | K | Z | B | A | Z | N |
| Y | E | V | H | R | C | L | B | B | O | V | S | D | R | Q | L | A | N | Z | B | B | R | I | O | V |
| A | G | W | N | V | Q | U | E | B | E | C | L | M | C | C | K | L | O | P | R | S | I | T | Y | B |
| V | I | F | F | T | A | B | Y | Q | T | Y | Z | O | N | T | A | R | I | O | A | A | T | S | A | T |
| K | N | H | L | O | E | E | D | R | C | V | T | N | H | K | R | S | U | V | R | Y | I | B | I | B |
| H | A | Y | L | I | U | S | A | B | D | E | F | T | A | K | A | Y | B | D | T | K | S | H | T | W |
| Z | K | R | S | T | L | N | C | F | J | K | L | O | V | S | R | F | H | V | W | L | H | J | O | B |
| F | E | V | Z | I | K | H | D | R | U | H | Y | N | W | V | L | K | D | H | A | S | C | A | C | F |
| A | Z | B | F | J | M | I | K | L | N | N | O | A | Y | E | U | N | C | X | D | G | O | B | S | U |
| B | X | C | G | H | A | L | I | F | A | X | P | B | U | F | A | B | E | O | E | H | L | K | A | T |
| D | Y | F | H | K | N | J | L | A | O | N | Q | C | V | L | W | D | T | Y | F | L | U | F | V | W |
| C | T | E | I | L | O | K | M | B | P | Y | D | D | S | G | X | N | A | Z | G | I | M | Y | O | S |
| F | M | A | N | I | T | O | B | A | T | P | R | I | T | H | O | F | B | A | H | J | B | Z | N | A |
| E | S | G | L | M | P | L | N | I | R | Q | D | E | J | R | Y | H | C | B | I | M | I | A | V | S |
| V | M | I | N | R | Q | O | C | D | S | R | S | F | O | I | Z | J | D | F | J | N | A | L | W | A |
| I | N | H | M | S | R | C | Q | E | A | R | T | T | H | J | A | L | E | R | K | O | G | H | W | S |
| C | O | J | P | T | E | N | A | W | L | S | U | G | N | L | C | N | F | E | L | P | D | J | L | K |
| T | P | X | Q | B | T | O | D | F | B | T | V | H | S | N | E | P | G | D | M | R | F | K | H | A |
| O | Q | Y | E | V | U | E | B | G | E | U | A | I | T | P | F | R | H | E | N | Q | G | L | A | T |
| R | H | U | S | W | E | Q | C | H | R | V | B | J | X | R | H | T | I | R | O | S | H | M | B | C |
| I | Q | A | T | C | V | R | E | I | T | W | C | K | E | S | J | V | J | I | P | T | A | O | C | H |
| A | C | D | N | X | W | S | D | J | A | X | E | L | D | T | K | X | L | C | Q | U | B | L | E | E |
| K | B | I | U | Y | A | T | F | K | C | H | A | R | L | O | T | T | E | T | O | W | N | V | F | W |
| H | R | F | V | Z | B | U | G | L | T | Y | F | M | B | V | L | Z | P | O | R | A | C | Z | G | A |
| P | C | G | W | A | C | V | H | M | U | Z | D | N | K | C | I | W | S | N | U | R | B | W | E | N |

Enrichment

1. Recognizing your exceptional writing skills, Canada’s Department of Small Business and Tourism has hired you to write a short tourist brochure for one of the following areas: Atlantic Canada, Quebec, Southern Ontario (the Lowlands), or Canada’s North.

Pick one area, research it in your school or public library, and write your brochure in the space provided. Discuss such things as climate, scenery, cities, centres of historical interest, recreational possibilities, annual events – things like that. Remember, you’re trying to sell the region to potential tourists, so make it appealing.

Your project here will, of course, be entirely your own creation. Did you discover much about the region you selected? Would your brochure sell the region to tourists?

2. Do you agree with the rating system and its results? Explain.

Your answers will vary. Have you given a reason for your opinion?

3. Imagine that you have been asked to rate different areas of Canada, on a scale of 0 to 100, based on a different set of factors.

This is your new rating system:

Key

- 1 – Climate (0 = horrible; 100 = great)
- 2 – Resources available (0 = none; 100 = unlimited)
- 3 – Industry and manufacturing (0 = none; 100 = highly industrialized)
- 4 – Urban density (100 = very dense)
- 5 – Job opportunities (0 = none; 100 = no unemployment)
- 6 – Physical appeal (100 = very beautiful)
- 7 – Would you live there? (0 = never; 100 = yes)

Fill in the following chart, based on the material in this section.

| Region | Features (see key) | | | | | | |
|--|--------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Cordillera | | | | | | | |
| Prairies | | | | | | | |
| Shield | | | | | | | |
| St. Lawrence-Great Lakes Lowlands | | | | | | | |
| Atlantic | | | | | | | |

Your answers will vary. Did your rating compare favourably with the rating given in the article?

Section 1 Assignment

Do **either** Part A **or** Part B.

Part A

You have been hired by a foreign newspaper to write **two** articles on what it is like to live in Canada. Each article should be at least **one** page in length.

- For the first article, *The Climate of Canada*, describe the climate of Atlantic Canada, Central Canada, the Prairies, British Columbia, and the North.
- In the second article, *Geography of Canada*, describe the geography of Atlantic Canada, Central Canada, the Prairies, British Columbia, and the North.

Be sure to title each of your articles. Do your rough work on your own paper and present your final draft on the appropriate pages.

Students must show a group of the factors that make for Canada's regionalistic, pluralistic nature. There must be facts and details enough to show that the students have worked through the section carefully. Mark also for creativity.

Part B

Write an essay about two pages in length, in which you answer the following questions:

- In which region of Canada would you prefer to live? Why?
- In which region of Canada would you least prefer to live? Why?

Defend your choices, by using facts about each region's industrial development, climate, and geographic features.

Do your rough copy on your own paper, and present your final draft on the appropriate pages.

Students must develop two arguments – where they would most like to live and where they would least like to live. Reasons must include specific references to the economy of the area, its geographic, climatic, or cultural features. There must be clear and factual information about the area, although do not reject other ideas not given in the Module. There must be an awareness of the material in this Module.

Section 2: Regional Disparity

Key Concept

- **disparity**

Students should understand that geographic factors are directly linked to the power and influence of a region. They should appreciate the effects of resources, location, transportation, education, and urbanization on regional standards of living.

Section 2: Activity 1

1. What geographic and/or climatic forces contribute to make life economically less comfortable for Joe McKay and Dwayne Batiuk than for Melanie Sutherland? (Remember what you learned in Section 1.)

Joe McKay is from a region with limited natural resources. Traditionally coal mining was the area's only industry; and when coal was not in great demand, the region suffered. More recently there has been some diversification of industries on Cape Breton Island (that is, more industries have been started).

Dwayne Batiuk is also from an area heavily dependent on one industry – agriculture. When crops are good and prices high, there is prosperity; but continuous bad weather or depressed grain prices take a tremendous toll on the region.

2. The topic of this section is **regional disparity**. **Disparity means difference and implies inequality**. How do the three previous interviews demonstrate the regional disparity that exists in Canada? Make specific references to the interviews in your answer.

The interviews do demonstrate the disparities that exist between regions. You could point out many specifics in your answer, but generally the interviews show that opportunities and wealth are more readily available in the Toronto area than in some of Canada's other regions.

3. What are some effects of regional disparity of which you are aware from your own experience? For example, do you know anyone who has moved within Canada in search of work?

This answer will be personal. Here in Alberta it is quite common for people to come and go in search of work due to the up-and-down nature of the economy. Could you think of other experiences with Canada's regional disparities with which you have a first-hand acquaintance?

4. a. Which two provinces do you think are Canada's most disadvantaged (i.e., the poorest)?

Traditionally, by most indicators, Newfoundland and Prince Edward Island have been Canada's most disadvantaged provinces.

- b. Which province do you think is the most affluent (i.e., the richest)?

Traditionally Ontario has been Canada's most affluent province.

5. One way of measuring the relative prosperity of Canada's regions is to compare average incomes across the country. Suggest two other possible methods of measuring a region's prosperity.

Four other common indicators of measuring a region's prosperity are the following:

- *employment rates*
- *standard of living*
- *level of education*
- *rates of migration into and out of an area*

You may have thought of others.

6. Reread what is written in the balloon at the beginning of *Three Interviews*. Do you agree with this quotation? Defend your answer.

This answer will express a personal opinion. You should consider in your answer that Canadians are all politically free and equal before the law, but that freedom of opportunity does vary throughout the country. Joe McKay and Melanie Sutherland are both legally free to pursue political careers, for example; but wouldn't one of them begin with a great many advantages?

Have you defended your answer honestly?

Section 2: Activity 2

Teaching Suggestions

Discuss with students whether they think Alberta is an advantaged or disadvantaged province. Look for reasons, based on the economy, location, and other factors.

In which region of Canada would students most like to live? Why? What advantages are seen there?

1. a. The chart showing the weekly earnings of industrial workers tells you that in 1987 the average weekly wage of industrial workers in Canada was \$442. To see which provinces and territories fall above and below the average, complete the following chart.

See the chart following Question 1. b.

- b. Now go back and number the provinces and territories in the chart from highest (1) wages to lowest (10).

| Province and Territories Above Average | | Provinces and Territories Below Average | |
|--|----------|---|-----------|
| <i>Northwest Territories</i> | <i>1</i> | <i>Quebec</i> | <i>6</i> |
| <i>Yukon Territory</i> | <i>2</i> | <i>Newfoundland (and Labrador)</i> | <i>7</i> |
| <i>Ontario</i> | <i>3</i> | <i>Manitoba</i> | <i>8</i> |
| <i>British Columbia</i> | <i>4</i> | <i>New Brunswick</i> | <i>9</i> |
| <i>Alberta</i> | <i>5</i> | <i>Saskatchewan</i> | <i>10</i> |
| | | <i>Nova Scotia</i> | <i>11</i> |
| | | <i>Prince Edward Island</i> | <i>12</i> |

2. a. Many people might be surprised to see where Canada's highest industrial wages are paid. Where are the highest wages paid?

The highest wages are paid in Canada's North – the Northwest Territories and the Yukon.

- b. Suggest a reason why this area ranks highest in this category.

Industrial workers willing to work in Canada's North are usually paid exceptionally high wages in order to compensate them for the isolation and hardships they will experience, and to attract skilled workers to the North. The cost of living in Canada's North is extremely high.

- c. Would this mean that standards of living are high in these areas? Explain your answer.

No. First, industrial workers make up only a small percentage of the North's residents. Second, even for such workers, there is generally little to spend their money on; and what there is, is usually very expensive due to high transportation costs.

3. a. According to the unemployment figures for August 1989, from which two provinces might you expect to see the greatest emigration?

Assuming that no other factors come into play, you might expect Newfoundland and P.E.I. to experience the greatest emigration.

- b. Into which three provinces might you expect to see the greatest immigration?

Again assuming that no other factors come into play, you might expect Ontario, Alberta, and Manitoba to experience the greatest immigration.

4. a. How many provinces had unemployment rates below the national average in August 1989?

Four provinces had unemployment rates below the national average: Ontario, Manitoba, Alberta, and Saskatchewan.

- b. Why might this fact be a cause for some alarm?

It means that there may be quite a disparity between a small number of have provinces and a large number of have-not provinces.

5. Would you expect Alberta educators to be proud of their province's showing? Explain your answer.

Yes. In 1981 Alberta had the highest percentage of residents with a university degree (9.6%) and the lowest percentage of residents with grade nine or less (14.3%).

6. Note the dramatic difference in Alberta's net migration between 1981–82 and 1982–83. Suggest a reason for this difference.

The years 1981–82 were right at the end of Alberta's oil boom with people flooding in for jobs. The sudden drop in world oil prices had a swift and dramatic effect on the Alberta economy. By 1982 some people were starting to go home, followed by native Albertans looking for work elsewhere.

Section 2: Activity 3

Following are sample reports on southern Ontario and central Alberta. Compare your answers to see what points you identified. You may well have included other considerations in your own reports; however, be sure you are aware of those included in what follows.

1. Your first stop on your fact-finding mission is the Great Lakes-St. Lawrence Lowland area in southern Ontario. Your government knows that this is a prosperous area, but it wants to know why. Will the prosperity last? What is its basis?

Your job is to make a report exploring why this part of Canada is so wealthy. You should, in your investigation, consider such factors as its history of settlement, climate, physical features and natural resources, its location, its labour force – that sort of thing. You should also report on any problems that you see – or foresee – developing.

The report has been started for you.

Report on Southern Ontario and Its Possibilities as an Area for Business Expansion

Prepared for the Honoya Company by _____.

I have found this part of Canada to be exceptionally prosperous, as we had been led to believe. The reasons for this prosperity are clear.

First, being the most southerly part of Canada and in the southeastern climate zone, this area has a mild climate and a long growing season. This, combined with excellent soil, has made the area agriculturally rich and attractive to settlement from its earliest days. Another advantage the area has is an excellent water transportation system – the Great Lakes-St. Lawrence network. This has meant, over the years, access to major centres of population in the United States and to overseas markets via the Atlantic Ocean. It has meant, as well, ready access to the many natural resources to be found in the Canadian Shield.

Because of these natural advantages, the area is heavily populated. This means that there is a ready-made market for our products and a strong labour force available. Moreover, because of the region's wealth, education standards are high; and many skilled workers are to be found. These workers are highly paid – that is, they have money to spend on what we produce. The area is highly urbanized, and well connected with roads and railways, making transportation of goods even easier. The region is within overnight trucking time of many of the populations of the eastern and central United States.

There are, of course, some drawbacks to establishing ourselves in the area. Some of our workers might object to living in so heavily urbanized an environment. Pollution and congestion are real problems, and housing and services are terribly expensive. Much of the natural beauty of the region is being destroyed; indeed, farmland is being swallowed up so rapidly that the long-term future of agriculture is uncertain. The usual urban problems – crime, vagrancy, overcrowding – detract from the region's obvious advantages.

Despite such drawbacks, however, I recommend this area as a good choice for the establishment for manufacturing industries. Its future prosperity seems assured.

2. Now your company has sent you to central Alberta to make a similar report.

Report on Central Alberta and Its Possibilities as an Area for Business Expansion

Prepared for the Honoya Company by _____.

I have found this section of Canada to be very different from the Lowlands of southern Ontario.

Like the Lowlands, the region has a strong agricultural base; though the shorter growing season and more severe, continental climate pose limitations on what crops can be grown.

Along with excellent soil, the area possesses two other important natural resources – oil and gas – both nonrenewable resources that will run out eventually. Because the region has been settled only in the last century, it has developed principally as a supplier of food and raw materials for the already established markets and industries in Central Canada. In turn, Central Canada has sold finished products back to Albertans.

The result is that this part of Canada has developed few manufacturing industries, depending instead on the export of raw products. When prices for these fall, the economy suffers; as it also does during poor growing seasons. The result is a boom-and-bust economy.

Albertans tend to be angered by this situation and realize the need to develop a more diversified economy – one that does not hinge on one or two major industries. The small population and absence of truly large urban centres, however, make it economically difficult to establish manufacturing industries that can compete with those of Ontario.

This area also suffers from being far from major U.S. and overseas markets; and transportation costs will always be high. The expense of shipping finished products to markets will generally result in uncompetitive prices.

Though central Alberta is attractive in many ways, it just does not seem to be the best place to establish a manufacturing industry. So far, government attempts to diversify the economy have met with only limited success. It will be very difficult for this region to compete with the geographical and historical advantage of Ontario's Lowlands.

Section 2: Follow-up Activities

Extra Help

- Turn back to the discussion, tables, and charts in Activity 2. Using the information presented there, indicate whether the following statements are T (true) or F (false). Place your answer in the blank to the left of each statement.
 - T a. In August 1989 unemployment was higher in Prince Edward Island than in Saskatchewan.
 - T b. Canadians tend to move from less wealthy regions to richer ones.
 - T c. Net migration means immigration minus emigration.
 - T d. In 1987, wages in Prince Edward Island were the lowest in Canada.
 - T e. More people left Quebec in search of new jobs than other provinces in the years 1981–83.
 - T f. Teenagers in wealthy regions tend to remain in school a long time.
 - T g. A part-time job is probably easier to find in a rich region than in a less wealthy one.
 - T h. Income levels are an important indicator of regional disparity.
 - T i. Ontario, Alberta, and British Columbia can be considered rich provinces.
 - T j. Regional disparity means that some regions of Canada are richer than others.
- Using these same tables, determine whether you would consider the Atlantic region as relatively prosperous or disadvantaged. Explain your answer with reference to the charts.

The Atlantic region has tended to be one of Canada's less-prosperous regions. The charts show that weekly earnings of industrial workers are low and that in 1987 this area had the lowest yearly family income. In 1989, unemployment rates were highest in Canada in the Atlantic region. All four provinces of this region fall below the national average in the category of university graduates, while all fall above the national average in the category of those with less than a Grade 9 education. Interestingly, while in 1981–82 all four Atlantic provinces experienced a negative net migration, the following year all four experienced a positive net migration – and one greater than the national average. (Could this last fact be related to the situation in Alberta?)

3. Ontario, British Columbia, and Alberta can be considered to be among Canada's most prosperous provinces. Explain why this is so with reference to the charts.

In 1987, wages in these three provinces were above the national average; though in 1989 only Ontario had an unemployment rate less than the national average. All three provinces graduate more university students per capita than does Canada as a whole, and all three have fewer residents with less than a Grade 9 education. All three provinces do well in terms of migration rates. Though Alberta sustained a -1.9 rate in 1982-83, this does not offset the remarkable 22.1 rate the previous year. Figures on yearly incomes aren't given for each province; but in 1987 Ontario, British Columbia, and the three prairie provinces all had family incomes above the Canadian national average.

Enrichment

1. a. List the five indicators or methods of measuring regional disparity.

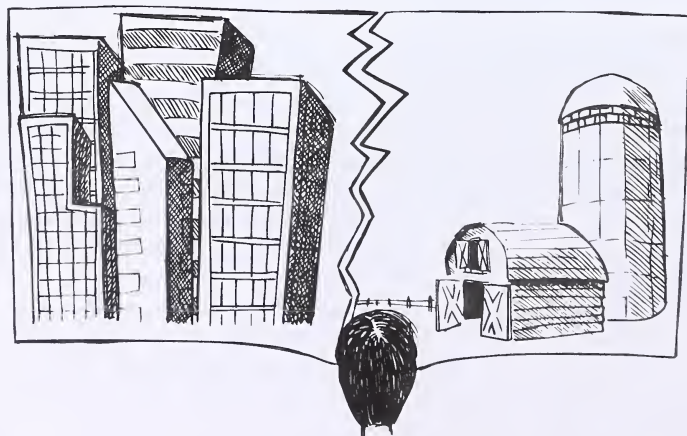
Five indicators of regional disparity include the following:

- *income*
- *employment rate*
- *standard of living*
- *education*
- *migration*

- b. Which indicator do you feel influences a region's prosperity the most? Explain.

Answers will vary and be personal. Have you supported your opinion?

2. Imagine yourself in a position like Joe McKay's – living in a small town where there is little chance of a prosperous future. You are thinking of moving to a city in a more prosperous part of the nation, but are uncertain. Would you go or stay?



Think well before answering; perhaps make up a chart listing the pros and cons of staying or leaving. Explain your reasoning fully when you answer.

I think I would choose to _____.

| Pros | Cons |
|------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

This answer will be personal. Did you think of the sacrifices that leaving would involve: leaving family, friends, and community; being alone in a new environment; perhaps encountering failure?

Did you consider the sacrifices involved in staying: facing a bleak economic future; never, perhaps, achieving that of which you're capable; feeling frustrated and defeated?

Section 2 Assignment

The thing I like about Canada is that it's a land of equal opportunity. Whether you live in a Newfoundland outpost, in a mining town in the Shield, on a prairie farm, or in the heart of a Central Canadian city, your chances of making something of your life are the same. No one has special privileges in Canada.

You are on a debating team. It is your job to prepare a speech that opposes the preceding quotation. In your speech you will show the advantages a person living in a Central Canadian city has over a person living in another region of Canada. You may find it helpful to consider the following:

- income
- level of education
- unemployment rates
- migration rates

Do your rough copy on your own paper and present your final draft on the appropriate pages.

Your speech should be about two pages in length.

Answers should demonstrate a good grasp of the problem of disparities between Canada's regions. Facts and details should be used to defend assertions. Statistics from the section's discussions of indicators of disparity would be welcome. In terms of content, the best approach for the student would be to compare the natural advantages of the Great Lakes-St. Lawrence Lowlands to other regions of Canada, clearly showing the impact on the economies of the regions and on the lives of the people who live there. Be sure students do not copy from the suggested answers for this section's activities.

Section 3: Alienation and Separatism

Key Concepts

- regional identity
- alienation
- separatism

Students should understand the regional forces that lead to feelings of alienation and to a desire to separate from Canada. They should be able to apply a problem-solving model to aid in decision making and should be able to distinguish bias in the presentation of an opinion.

Section 3: Activity 1

Survey Questions

Answers for Questions 1. through 7. will vary. There can naturally be no suggested answers for your survey. Your opinions are personal, as are those of the people you surveyed.

1. To which of the following four areas do you feel the strongest attachment? Circle your answer.

Western Canada Your Community Alberta Canada

2. To which of the following four areas do you feel the second strongest attachment? Circle your answer.

Western Canada Your Community Alberta Canada

3. To which of the following four areas do you feel the third strongest attachment? Circle your answer.

Western Canada Your Community Alberta Canada

4. To which of the following areas do you feel the weakest attachment? Circle your answer.

Western Canada Your Community Alberta Canada

5. Why do you identify with one area more strongly than the others?

Did you explain your answer clearly?

6. Now it might be interesting to determine if your attitudes are shared by other Albertans.

Ask at least ten people (and as many more as you want) the questions that follow. You may ask your family, friends, neighbours, or teachers. Put check marks beside their answers to keep track. Then tabulate and analyse your results in the spaces provided.

a. With which of the following four areas do you feel the strongest identification?

| Area | Person | | | | | | | | | | | | Total |
|----------------|--------|---|---|---|---|---|---|---|---|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Canada | | | | | | | | | | | | | |
| The West | | | | | | | | | | | | | |
| Alberta | | | | | | | | | | | | | |
| Your Community | | | | | | | | | | | | | |

b. With which of the following four areas do you feel the weakest attachment?

| Area | Person | | | | | | | | | | | | Total |
|----------------|--------|---|---|---|---|---|---|---|---|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Canada | | | | | | | | | | | | | |
| The West | | | | | | | | | | | | | |
| Alberta | | | | | | | | | | | | | |
| Your Community | | | | | | | | | | | | | |

7. Now you can interpret your survey results. Based on this survey, with what part of the country do Albertans tend to identify
- most strongly? _____
 - least strongly? _____

N.B. Note that this is a very sketchy survey. If you wish to get more reliable results, ask the questions of a much greater number of people.

Teaching Suggestions

Students might also ask this question: Would you consider separating from the rest of Canada?

What other complaints or viewpoints about alienation or separation can the students think of?

Section 3: Activity 2

1. Does the writer of this letter seem to identify most strongly with Canada, Western Canada, or Alberta? Defend your answer by referring to the letter.

The writer clearly identifies with Alberta and Western Canada in general, though it is hard to say with which he identifies more strongly. He contrasts Western Canada and Alberta to Eastern Canada and Quebec. He uses "Alberta" eight times in his letter, and "Western Canada" three times. Perhaps his strongest identification is, then, with Alberta.

2. a. Is this letter's tone emotional or unemotional?

The tone is emotional.

- b. If you think the tone is emotional, what emotion, in your opinion, is expressed in the letter? Support your answer with an example from the letter.

The emotion seems to be anger or indignation. You could point out expressions like "absolutely disgusting" or "This damn menu", or the exaggerated assertion that the menu's English almost required a magnifying glass to read. The sarcasm in the last four lines also reveals the writer's mood.

3. It is time to do one more survey. Ask this question of at least ten people:

Do you think Alberta and Western Canada as a whole have been treated fairly within Confederation (that is, within Canada)? If not, in what ways has the treatment been unfair?

In the space given, write down all the examples of perceived unfair treatment suggested by those you survey. Add any others you can think of.

Since this activity involves a survey of opinions, there can be no suggested answers. Probably some of the ideas you received in your survey will be discussed in the pages that follow it.

4. Following is a dialogue between a central Canadian with little sympathy for the point of view of alienated westerners and an Albertan who feels that the West has suffered genuine injustices within Confederation. The ideas of the speaker from Central Canada are presented; you take the position of the Albertan and fill in the bubbles with answers to the points she makes.

What follows are just a few suggestions as to how an Albertan might reply to the comments made by the central Canadian. Your points may be different but equally arguable.

Canada must act as one united country. Each region must contribute what it can in an unselfish way. That way we all benefit.



You can say that because Central Canada controls the government. The government always seems to do what you want. We seem to have a give-and-take situation: we give and you take.

It's simply a fact of life in Canada that most people live in Ontario and Quebec. It would be unfair for a minority of westerners to impose their views on the majority.



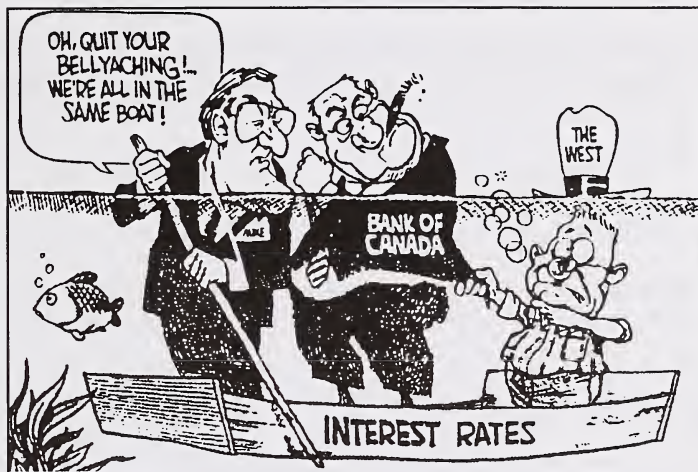
But when one group – the majority – always wins out over another group – the minority – it just isn't fair either. You'd feel the same way if you lived out here.

You westerners strike me as bigoted. You're so anti-French, for example. Can't you see that it's one of Canada's strengths that it's a bilingual country? The French were here first, and their presence is one of the things that makes us a society distinct from that of the United States.



We're not anti-French. It's just that the West is different; it's just not bilingual. There are more Germans and Ukrainians out here, for example, than there are French. We just don't feel the French presence you speak of at all, and it's artificial to impose it on us.

5. The cartoon that follows appeared in *The Edmonton Journal* in February 1989. The man on the left is Michael Wilson, a former Canadian Minister of Finance. The cartoon refers to the interest rate situation described in the accompanying letter to the editor.



Dear Editor:

Once again Western Canada's interests are being sacrificed to those of Ontario. Our economy is very slow right now; what we need are low interest rates to encourage businesses to expand and to encourage individuals to borrow money to buy the goods those businesses produce. But what do we get? The **Bank of Canada** keeps increasing interest rates to cool down Ontario's overheated economy. This is ruining any chance we westerners have of improving our economy, but no one in Ottawa seems to care.

- a. The cartoon and letter are about the interest rate policy of the Bank of Canada in the early months of 1989. Look closely at what Mr. Wilson (the Finance Minister at the time) is saying; what broader statement is the cartoon making about the attitude of the Canadian government towards Western Canada?

The broader statement that the cartoon is making is that the central government does not understand that, in fact, the West is not in the same situation as Central Canada. The interest rate policy designed to suit Central Canada is harming the West, but the government of Canada fails to realize this.

¹ *The Edmonton Journal* for the cartoon of February 4, 1989. Reprinted by permission of *The Edmonton Journal*.

- b. In the space provided, draw a cartoon that reflects the attitude of the Canadian government towards Western Canada today. Has the attitude changed since 1989?

Your cartoon will reflect your personal view of the situation. Do you feel that the situation between the federal government and the West has changed since 1989?

6. From the previous letters to the editor, pick one that you think is biased (or prejudiced) and unfair and write your own letter to a newspaper, explaining why you disagree with this particular letter. Point out specifically where you think the letter is biased and inaccurate.

What is the number of the letter to which you will be responding? _____

Dear Editor:

Were your facts accurate in your letter? Did you express your ideas clearly? Were you honest? Did you strive to avoid bias and prejudice in your own letter?

Section 3: Activity 3

Now you are going to try to find a solution to the equality problem that the West feels it has as a part of Canada. If you are studying in a classroom situation, make this a group activity.

There can, of course, be no right or wrong answer to this question. What follows may help you evaluate your problem-solving skills, however.

Step 1: This has already been done. The problem has been identified as follows:

The West believes that it is not always treated as an equal partner within Canada. What can westerners do about this situation?

Step 2: List as many possible solutions as you can. If you are in a group, get together and brainstorm. One possible idea (certainly by no means an extreme one) has been included to get you started.

- **Westerners can refuse to vote for any candidate for political office in the central government who does not promote the West's cause in Parliament.**

You may have come up with many possible solutions, particularly if you brainstormed with a group. If you're working alone, you might want to suggest your ideas to friends or family; their responses should help you think critically of what you've thought of on your own, and they might help you come up with new ideas.

Step 3: Now evaluate each idea, noting its pros and cons. Again this should be done in a group if possible.

Solution #1, etc.

| Pros | Cons |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Think critically here, considering the plus and minus sides of your ideas. Again, if you can talk to others, it will be a big help.

Step 4: Describe the solution that you or your group think is best. Explain why you think it would be effective.

Make sure your explanation here is clear. Having to explain something clearly is the best way of ensuring that you've thought about it logically.

Step 5: Now it is time to be absolutely practical. Think about how you could go about implementing (putting into practice) the solution on which you have decided. Present your ideas in the provided space.

Again, discussion is helpful at this stage. Present your ideas clearly. Try to keep your ideas above the level of a simple emotional response.

Section 3: Activity 4

Teaching Suggestions

Contact the local offices of political parties which support a stronger voice for Western Canada, such as the Reform Party, the Western Independence Party, or the Confederation of Regions Party, and get more details about their positions.

1. List three specific reasons that the author of the letter has for the West to separate.

The writer of the letter feels the West should separate for the following reasons:

- *Quebec has too much control and influence in the federal government.*
 - *The French language has been forced on Western Canada.*
 - *The West is robbed by the East (which the federal government favours).*
2. Following is a series of statements. In the space beside each one put **A** if Dr. Marshall would agree with it, or **D** if he would disagree.

 D a. The federal government has the West's best interests at heart.

 A b. Western Canada is being used by Central Canada.

 D c. Western Canada benefits greatly by being part of Canada.

 D d. Freight rates work to the advantage of the West.

 A e. Voters in Ontario and Quebec dominate the federal government.

 A f. Previous separatists in the West have been too extreme in their protests.

3. Do you agree with Dr. Marshall and his views on western separatism? In the space that follows write a personal letter in response to the interview that you have read. In your letter explain why you either agree or disagree with Dr. Marshall's conviction that the best future for Western Canada lies in separation.

Your letter will express a personal opinion. Is your letter clear and fair? Is it at all prejudiced?

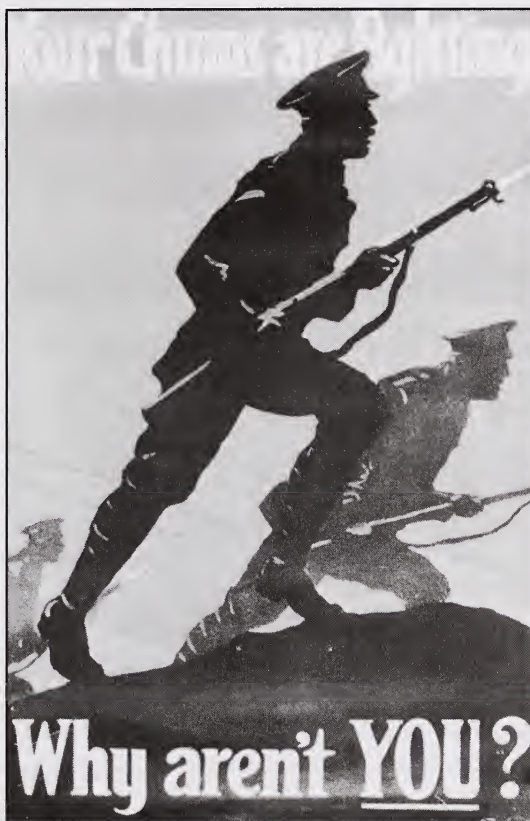
Section 3: Activity 5

1. List three specific events that have caused the French in Quebec to feel resentment against English Canada.

French Quebecers feel resentment against English Canada for the following reasons:

- *English businessmen controlled the wealth and economy of Quebec.*
- *Quebec feared its growing minority status in Canada.*
- *conscription crisis of WWI*

2. The Military Service Act of 1917 made military service compulsory for most able-bodied Canadian men. Look at this poster and answer the questions following.



NAC 29484 A typical WWI poster

- a. To whom would this poster appeal?

The poster would have greater appeal to the English-speaking Canadians. The word "chums" is a British term.

- b. Would a poster like this increase French resentment towards the English? Why or why not?

By using a British term on the poster, the idea of this being a foreign (British) war was reinforced. It would very likely increase French resentment.

3. Put a **T** or **F** in the blank to the left of each statement below to indicate if it is true (T) or false (F).

- T a. Maurice Duplessis encouraged U.S. investment in Quebec.
- F b. The First World War tended to unite the English and French in Canada.
- F c. The British tried to snuff out the French culture in Quebec after the Seven Years' War.
- T d. The French-Canadians remaining in Quebec after 1763 were generally poor, uneducated peasants.
- F e. *Maîtres chez nous* was the slogan of Duplessis' government.
- F f. Jean Lesage tried to hold back the modernization of Quebec.
- T g. The Quiet Revolution occurred during the 1960s.
- T h. Big business has tended to be in English hands in Quebec since 1763.
- T i. At the time of Confederation, Quebec had serious fears of being overwhelmed by Canada's English-speaking majority.
- T j. The Quiet Revolution was a period during which Quebec began to demand more control over its own affairs.

4. The FLQ used violence and terrorism as a means of achieving its goal of an independent Quebec. Do you think that violence is ever justified in the attempt to attain a desirable end result? Explain in your answer why you feel the way you do.

Again, this question asks for a personal opinion. Be sure that you have expressed your opinion clearly. Specific examples are always a help in defending your point of view.

5. Beside each of the following terms, put an **L** if it would have been supported by René Lévesque, or a **T** if it would have been supported by Pierre Trudeau.

- L a. sovereignty-association
- T b. Official Languages Act
- T c. strong central government
- L d. strong provincial government
- L e. separatism
- L f. French as Quebec's official language

6. As a review of this key period, fill in the following chart about Trudeau and Lévesque.

Comparing Lévesque and Trudeau

| Comparison | Lévesque | Trudeau |
|---------------------------|---|--|
| Period in power | <ul style="list-style-type: none"> • 1976–85 | <ul style="list-style-type: none"> • 1968–79 and 1980–84 |
| Position held | <ul style="list-style-type: none"> • <i>premier of Quebec</i> | <ul style="list-style-type: none"> • <i>prime minister of Canada</i> |
| Ideas about Quebec | <ul style="list-style-type: none"> • <i>strong provincial government needed</i> • <i>separatism, with sovereignty-association</i> | <ul style="list-style-type: none"> • <i>protect French language and culture by federal government policies</i> |
| Ideas about Canada | <ul style="list-style-type: none"> • <i>sovereignty-association with Quebec</i> | <ul style="list-style-type: none"> • <i>strong central government needed to protect all minority rights</i> • <i>Quebec to remain a part of Canada</i> |

7. Describe in your own words the term “sovereignty-association.”

Sovereignty-association would be a scheme whereby a province (i.e., Quebec) would in most respects become an independent country. It would, however, retain some associations with Canada such as a common currency and an open border for goods and people.

8. Imagine that you were a Quebec francophone, a Québécois, on May 20, 1980. Would you have voted “yes” or “no” to the referendum question? Explain your answer.

Did you honestly put yourself into the position of the Québécois as best you could? Did you explain your answer clearly?

Section 3: Follow-up Activities

Extra Help

Multiple Choice Section

In the spaces provided, fill in the letter of the response that best completes each statement.

- C 1. Quebec's Quiet Revolution occurred in the
- A. 1940s
 - B. 1950s
 - C. 1960s
 - D. 1970s
- A 2. The West has trouble getting what it wants from the central government **chiefly** because
- A. its population is relatively small
 - B. central Canadians have anti-western prejudices
 - C. historically the West developed late
 - D. the West is geographically so far from the centre of power
- D 3. Quebec's separatist premier was
- A. Pierre Trudeau
 - B. Jean Lesage
 - C. Maurice Duplessis
 - D. René Lévesque
- A 4. The person most responsible for Canada's current emphasis on bilingualism was
- A. Pierre Trudeau
 - B. Jean Lesage
 - C. Maurice Duplessis
 - D. René Lévesque
- A 5. The part of Canada where people would least likely feel alienated within their own country is
- A. southern Ontario
 - B. Saskatchewan
 - C. Newfoundland
 - D. Quebec

- C 6. The Quebec referendum was held in
- A. 1969
 - B. 1977
 - C. 1980
 - D. 1985
- B 7. The term sovereignty-association is most closely linked to the
- A. Western Independence Party
 - B. Parti Québécois
 - C. Quiet Revolution
 - D. Duplessis era in Quebec
- B 8. *Maîtres chez nous* reflected the desire of French Quebecers to
- A. strengthen Quebec's position within Canada
 - B. gain control of their own province
 - C. increase the level of bilingualism throughout Canada
 - D. achieve a special status for Quebec
- B 9. Something that would likely anger an Albertan separatist is
- A. increased control for the provinces over provincial resources like oil and gas
 - B. enforced bilingualism throughout Canada
 - C. the separation of Quebec from Canada
 - D. free trade with the United States (i.e., the ending of tariffs on goods crossing the border)
- D 10. The FLQ was
- A. the separatist political party headed by René Lévesque
 - B. the party of Jean Lesage
 - C. an early western separatist party
 - D. a terrorist group that wanted Quebec to separate

Opinion Section

The following are statements of alienation expressed by Canadians. In the space provided, put **W** if the statement is true of Western alienation, **Q** if it is true of Quebec alienation, or **B** if both would agree.

- W 1. Central Canada uses us for their own advantage.
- B 2. The federal government should stop meddling in our affairs.

- Q 3. The rest of Canada has ignored our unique language and culture since Confederation.
- B 4. Provincial governments need to have more powers.
- W 5. Our relatively small population gets ignored at election time.
- W 6. The federal government's economic policies don't take our needs into account.
- Q 7. English Canada has tried to both dominate us and ignore our needs.

Enrichment

Part A

1. All of the scenes are pleasant and indicate that all regions have particular advantages. Do some of the places shown seem more enjoyable places to live than where you do? Why?

Personal feelings are involved here. Have you supported your answer?

2. Are the images presented fairly close to how you imagine or know the regions? If some are not the same as yours, what are the differences? What are some similarities you noticed?

Your response will depend on where you have been in Canada and what you have seen.

3. Some of the young people probably live much like you do. Which have the most similar lifestyles? Which are most different?

Your answers will relate to your perceptions of your own lifestyle.

4. This section of the module has discussed divisions that cause tensions in Canada. The video shows that there are differences in the way Canadians live across the country.

- a. Is Canada richer or poorer for this diversity?

Probably you feel quite positive about the picture of Canada that was presented.

- b. Did you see any regions where you didn't like the people or would have problems accepting them? Give reasons for your answer.

This depends on your individual feelings. Have you supported your answer?

Part B

Which do you favour, strong provincial rights or a strong federal government in Ottawa? Even though authority seems to be clearly defined there may be conflict between the central government and the provinces in many areas. Alberta has had disagreements with the federal government over control of natural resources.

Provinces have the right to control their own resources but there can be disputes involving energy – forestry, and damming rivers for power and irrigation, for example. Provinces have the right to determine what developments can occur but the federal government has responsibility for the environment.

In Alberta, pulp mills that are polluting rivers can be shut down by the federal government. The central government can disallow the building of dams on rivers where there may be ecological damage or problems for areas downstream.

Energy is an interesting question, also, in regard to provincial and federal authority. In the 1970s oil prices were rising rapidly. As Canada's major oil and gas producer, Alberta was very happy with this situation. However, Ottawa wanted to protect the rest of the country from high energy costs so it set limits on the prices of oil and gas to the rest of the country. In 1980 it set up the National Energy Policy (NEP) which regulated oil and gas more completely and it created Petro-Canada, a government-owned oil company. This was done by the Liberals when they were in power.

Petro-Canada was in competition with multinational energy companies operating in Alberta who believed the government-owned company had special advantages in getting drilling leases and capital. The federal government thought Petro-Canada would be a *window* on the industry to determine if energy prices were reasonable and would also be a company that would give profits to Canada and not to other countries. The Progressive Conservatives were against businesses being owned by the government and sold part of Petro-Canada to private investors when they came to power.

In respect to the federal policy of regulating (Albertans believed interfering with) the energy industry, here are some of the arguments presented by the two sides, from a legal viewpoint:

• Alberta

Legally, Alberta's position is clear. The Constitution, in Section 109, guarantees the provinces ownership of their natural resources. Alberta owns the resources that it brought into Canada when Alberta became part of this country in 1905.

Ownership clearly means the power to sell or not to sell a resource and to determine how much will be sold and at what price.

Alberta owns its oil and gas. It cannot be forced by the central government to sell it off at bargain-basement prices. If Ottawa could do this, it would be to steal from Alberta. It would devastate Alberta's economy. It would be to sacrifice Alberta for the interests of Central Canada.

• The Federal Government

Legally the central government's position is equally sound. The central government controls trade and commerce amongst provinces. Any sale of goods between provinces or between Canada and another country comes under Ottawa's control. This means the central government can control prices and amounts of goods sold. It can also impose taxes on goods sold.

It is unfair to all Canadians outside of Alberta to have to pay excessive prices for Canadian oil and gas. The central government must take control of Canada's energy resources for the benefit of Canadians.

What are your conclusions on the issue? Should the provinces or should the federal government have greater authority in the natural resources area? Explain the reasons for your decision.

Your conclusion will depend upon what you think is better for your province and for Canada. It is reasonable to think that the provinces should have free rein to use their resources to their best advantage. It is also logical that there should be coordination of activities country-wide and that national concerns and interests be given attention in resource development.

Section 3 Assignment

1. Study the cartoon and answer the questions that follow it.



- a. Which two speakers in the cartoon are most likely to feel regionally alienated?

The speakers who seem likely to feel a regional alienation are the second and third from the right, "I'm a westerner" and "I'm an easterner".

- b. Which speaker seems least alienated in this sense?

The speaker least alienated in this sense is the one on the extreme right, "Fewer and fewer of us Canadians left".

- c. In your own words sum up the message the cartoonist seems to want to convey to you in this cartoon about the priorities of Canadians.

The message is that Canadians are too apt to identify with some particular interest. Not enough Canadians take the broader view that they are first and foremost Canadians.

¹ The Toronto Star Syndicate for the cartoon by Roschkov, taken from *The Edmonton Journal*, March 14, 1977. Reprinted by permission of The Toronto Star Syndicate, Toronto, Ontario.

2. Albertans are very concerned about the powers and privileges that other provinces have, and especially about the powers and privileges of Quebec. There is much discussion of such matters.

The following are representations of letters that may appear in newspapers when constitutional matters are in the news. Read them and answer the questions which follow.

Letter 1

Do Not Give In to Quebec this Time

I am appalled to see it happening again. People once more are suggesting that Quebec be appeased. Give it special status they say. If we give Quebec a distinct society now, what will they ask for ten years from now or when the subject next arises?

They will ask for more concessions. When will we run out of things to give? Will we throw away the principle of equality to reduce certain problems for a short time?

Quebec doesn't need any special help to survive as a French culture in North America. It has been here for over three centuries and will continue into the future.

Quebec can protect its language and customs as a Canadian province, as the other provinces look after their own interests.

They shouldn't ask for special benefits. Their love of the country, their patriotism, should rise above regional minority wishes.

I was pleased to hear Alberta's premier rejecting bilingualism for the country. This is standing up for what Albertans believe in. We don't want language legislation. We don't want multiculturalism paid for with our taxes.

There are some provincial government members who aren't listening to the people of Alberta. The premier should weed such types out of the cabinet. Democracy does not listen to bleeding hearts and civil servants. It hears the voice of the majority of voters.

Letter 2

Quebec Has Special Needs

The idea of special status for Quebec offends some Albertans who believe, for reasons of equality and justice, that all provinces must be treated the same. Sometimes, there must be inequality to make a country work.

As other people seem to agree, letting Quebec govern its own affairs in its own way is the real meaning of special status. At the same time, there must be a strong sense of national identity in the rest of the country. If all the provinces had the powers Quebec wishes, the central government would become overly weakened.

A strong federal government is essential to manage the country, economically and socially. Canadian provinces have considerable powers now. If the provinces have excessive power, provincial politicians will weaken the country in trying to expand their own interests. We must not weaken the whole country further. Otherwise economic strength and standards on health and the environment cannot be maintained.

But Quebec will not accept being forced to be just like the other provinces. It will demand the scope to maintain its unique qualities and French-Canadian ways.

Quebec must have autonomy but not extra benefits that the rest of the country does not have. Where powers are transferred to Quebec they would have control in Quebec and pay for the administration of them. They would have no say over how the rest of Canada handled such areas as education and language rights. Quebec would have more power at home but less in Ottawa.

The other nine provinces would have more freedom in harmonizing their policies and Quebec would have more discretion to do as it wishes. Canada needs to maintain itself with the partners of 200 years of living together or it will collapse and fall into the American state, piece by piece. We would all be poorer and Quebec would lose its special institutions even faster.

We must stick together. English-speaking Canada needs direct access to the Maritimes and Quebec needs the economic and political context of the Canadian nation to maintain its way of life.

The French and the English-speaking people of this country must make the compromises that will avoid the chaos that will result if the country is allowed to fail.

Answer these questions which are based on the letters you have just read.

- a. Which letter is more emotional? Explain, giving a specific example to show why you think this.

*Letter 1 is more openly emotional. The overall tone is defensive and sarcastic. The writer uses hyperbole or exaggeration to make several points in his letter. He does not back his statements with statistics. Examples may include: **appalled to see it happening again, what will they ask for, it has been here for over three centuries..., we don't want, premier should weed such types.***

- b. Both letters have a point of view that is asserted and defended. For each one, present an argument against the position taken in the letter.

Letter 1 – ideas such as the following could be presented:

- *Quebec should be given special status.*
- *The French culture in Canada does need help to survive and all Canadians should participate in this process.*
- *Government officials should represent the views of the people.*

Letter 2 – Ideas such as the following could be presented:

- *Strong provincial governments will not weaken Canada.*
- *Canada can survive without Quebec.*
- *A country can work only with equality for all.*

- c. Carefully explain which letter is more convincing to you. Comment upon the strong points of the one you support and the weak points of the other one, in presenting your answer.

Specific examples from the letters should be used.

Letter 2 should be the choice for being more convincing. Letter 1 seems to be a venting of anger on the part of the writer. It is very sarcastic and resorts to exaggeration. It asserts as fact things that can only be the writer's opinion (i.e., the fact that Albertans reject bilingualism and multiculturalism as government policy). No concrete examples are used to defend the writer's views. By contrast, Letter 2 is a better statement of opinion. Statements are presented and supported with reasons. The language is simple and straightforward and the tone is reasoned.

3. Take the position of a member of **either** a Western separatist group **or** a Quebec separatist group and explain the historical reasons why that group wishes to leave Canada.

Your presentation should be about one page long.

Do your rough copy on your own paper and present your final draft on the appropriate response page.

Check that the assignment meets the requirements. Regardless of their own views, students must convincingly play the role of a separatist and demonstrate an understanding of the separatist point of view. Specific facts should be used, demonstrating that the students have worked through Section 3 and understand the causes of separatist thinking.

For students opting to play the role of a western separatist, make sure they don't copy straight from the interview with the leader of the Western Independence Party (in Section 3).

Section 4: Federalism and Equalization

Key Concepts

- federalism
- equalization
- constitution
- centralism

Students should understand Canada's federal structure of government and how it attempts to accommodate the needs of the country's regions. They should have some knowledge of Canada's attempts at redistributing the country's wealth so as to benefit less-affluent regions. Students should also understand the conflict between the forces of centralism and provincial rights in Canada.

Teaching Suggestions

Before starting this section, it may be a good idea to review with your students the concept of the three levels of government:

- federal
- provincial
- local (municipal)

Section 4: Activity 1

1. Comparing Canada to a family or neighbourhood is called an analogy (a comparison), in which one thing is used to represent another. See if you can recognize the parts of the analogy.

Beside each family or neighbourhood member or item given, write the name of its counterpart in Canada. The first is done for you.

- | | |
|---|---|
| • head of the family | • prime minister or the Queen |
| • mayor and city council | • <i>prime minister and cabinet</i> |
| • members of the family | • <i>provinces, regions of Canada</i> |
| • family meeting | • <i>Parliament, First Ministers' meeting</i> |
| • community meeting | • <i>Parliament, First Ministers' meeting</i> |
| • one member of the family feels left out | • <i>alienation</i> |

- family breakup
- the community solves differences
- parent's anniversary
- *separatism*
- *referendums, plebiscites, elections*
- *July 1st celebrations; Canada's birthday*

2. Look carefully at the following diagram.



- a. Do you think this community illustrates the qualities of a strong family or country? Explain why.

The community does exhibit qualities of a strong family or community. There are individual differences, but people are sharing and getting along. They are working to improve their community as a whole.

- b. A country, just as a family or neighbourhood, works best when the following qualities are present:

- everyone works as a team
- all have the freedom to pursue their own wishes
- there is a spirit of sharing
- there is a sense of belonging and pride
- diversity can flourish within bounds
- respect for others is exhibited

Find at least ten examples of these qualities in the illustrated neighbourhood. One example has been given.

Here are several examples of the qualities of a strong community. Your list may have included several different ideas.

- houses are different styles – shows diversity
 - *sense of pride is shown in painting houses, planting flowers, mowing the lawn*
 - *sharing is shown in task-sharing such as carrying groceries, holding a plate for the barbecue cook*
 - *diversity is shown in the pursuit of different activities by everyone*
 - *respect for others is shown by the desire to have attractive homes, yards, and cars*
 - *respect is also shown by a concern for the safety of others (the fence around the pool)*
3. Peter Lougheed was one Alberta premier who fought for his province's right to control its energy resources. Would he be considered a centralist or not? Defend your answer.

Mr. Lougheed would most definitely not be a centralist. Rather, he fought for strong provincial governments.

4. You've read about the conflicting visions of Canada held by Pierre Trudeau and René Lévesque. Which of these men was a centralist?

Mr. Trudeau was a centralist. Mr. Lévesque wanted more provincial rights for Quebec, to the point of separatism.

5. a. Who are the first ministers?

The prime minister and the ten provincial premiers make up Canada's eleven first ministers. Do you know the names of Canada's first ministers?

- b. What positions in general do the ministers take at these conferences?

The prime minister would advance the federalist position, and the premiers would state provincial interests and demands.

6. Why is Canada said to have a written and an unwritten constitution?

The unwritten part of the Canadian Constitution consists of the laws and court decisions that evolved as a body of law throughout hundreds of years of British history. The written part was the BNA Act, patriated in 1982 as part of the Constitution Act. The Constitution Act added to the BNA Act, the most famous addition being the Canadian Charter of Rights and Freedoms.

7. Canada's first Constitution was called the BNA Act . It was passed in 1867 (date) and was an

Act of British Parliament, since the colonies belonged to Britain. In 1982 (date) Prime

Minister Trudeau patriated (brought home) the Constitution. He added to it the Canadian

Charter of Rights and Freedoms , and entrenched bilingualism (the right to use French and English).

Changes (amendments) could be made to the Constitution only if the federal government and

seven of the provinces, representing at least 50 % of the Canadian population, agreed. Only

the province of Quebec did not agree to the Constitution Act.

8. Refer to the chart in Section 1 that gives the populations of Canada's provinces.

- a. If all the provinces of Canada except Quebec and Ontario wished to change the Constitution, could they?

No, they could not change the Constitution.

- b. Explain why, and whether or not you think this is fair.

These eight provinces would account for only 38% of Canada's population. Fifty percent is necessary for a change, represented by at least seven provinces. Whether this is fair will express a personal view. Is it fair that two provinces can thwart the will of eight, even if those two make up over 60% of the country's population?

9. Traditionally, First Ministers' Conferences have been held only from time to time. The Meech Lake Accord would have required meetings to be held annually. Explain whether or not you think this is a good idea and why you feel this way.

Your answer will express a personal view. It could be a good idea, because it allows discussion, sharing of opinions and complaints, and the chance to negotiate and solve problems directly. On the other hand, it gives more power to the provinces and, with frequent meetings, more opportunity for head-to-head conflict over touchy issues.

10. a. Would the Meech Lake Accord have been a victory for the provinces or for federal power? Explain.

It would have been a provincial victory, giving the provinces more power, as well as control over changes in the Constitution.

- b. Since the attempts at constitutional change have failed, do you think it is likely that the provinces will retreat from their demands for more power? Why or why not?

No, they will probably increase their demands.

Section 4: Activity 2

1. Which of the two preceding graphs would be more important in determining which provinces benefit most from transfer payments? Explain why.

The graph outlining the dollars transferred per capita is more important because it tells how much each province benefitted relative to its size.

2. In 1986 which province benefitted most and which least from the transfer payment programs?

- most – Prince Edward Island
- least – Ontario

3. Remember, when money is given to a poorer province, it comes ultimately out of the pockets of residents of the richer provinces. Do you think it's fair to take from one area to give to another? Explain why or why not.

This answer will be personal. Did you explain your position clearly?

4. In Canada, until 1992, family allowances were given to all families with children without regard to family income. This was because Canadians have believed in the universality of social programs (that is, the theory that such programs should benefit everyone). Now family allowances are only paid to lower income households with children. Opponents of universality say this is the right thing to do; that only the poorer people should be helped by social programs.

Pick a side on this issue and argue your case for or against universality. If you are in a classroom, divide into small groups and debate the issue formally or informally. You may research the subject first if you have access to materials.

This answer will be personal. The question of universality is one that you may well be hearing more about in the future. It seems to be coming increasingly under fire. Should only people in need get money, or should all receive it?

5. Bearing in mind all that you have read and thought about in this module, explain where you stand on this issue. To what degree should Canada pursue a strong national identity? Are you a centralist, a provincial rightist, a separatist, or something else? Explain your answer.

If you are in a classroom situation, this would be a good question to discuss as a group before writing down your answer.

This answer will be personal. Is your opinion explained clearly? Is it bias-free?

Section 4: Follow-up Activities

Extra Help

1. a. List the three provinces that would contribute to the federal equalization fund in 1989.

The three contributors were the following provinces:

- *Ontario*
- *Alberta*
- *British Columbia*

- b. List the seven provinces that received money from the federal equalization fund (for 1988–89).

The seven recipients were the following provinces:

- *Newfoundland*
- *P.E.I.*
- *Nova Scotia*
- *New Brunswick*
- *Quebec*
- *Manitoba*
- *Saskatchewan*

- c. How much would Saskatchewan receive from the fund on a per capita (per person) basis? (There are 1 070 000 people in Saskatchewan.)

Saskatchewan received \$324.30 per capita. The province received \$347 000 000. The population of the province was 1 070 000. To determine the per capita amount, divide the amount received by the population.

2. Read the statements which follow. If it represents the view of federalism, put **F** in the blank. If the statement is a concern of provincial powers, put **P** in the blank.

- F a. Canada is a union of ten provinces, controlled by a central government.
- P b. There should be an equal, effective, and elected Senate.
- P c. Provinces should be able to veto constitutional changes.
- P d. The prime minister should consult frequently with the premiers.
- F e. Any power not mentioned in the constitution should go to the central government.
- P f. Quebec should be recognized as a distinct society.
- F g. Wealthy provinces should make equalization payments to the poorer ones.

3. The following events are all stages in the constitutional development in Canada. Arrange them in chronological order (the order in which they occurred) from 1 (earliest) to 5 (latest).

- 2 a. Constitution Act patriates the Constitution
- 5 b. Constitutional referendum is rejected by Canadians
- 1 c. BNA Act creates Dominion of Canada
- 4 d. Meech Lake Accord is rejected
- 3 e. Meech Lake Accord worked out by First Ministers

Enrichment

Part A

1. As you know, Pierre Trudeau and René Lévesque had conflicting views about Canada. Trudeau felt that without Quebec there could be no Canada. By contrast, Lévesque felt that . . . (complete the sentence).

“. . . within Canada there could be no Quebec” will complete the sentence.

2. It was in World War I that Canada felt it had earned the right to full nationhood, yet the Constitution was not patriated until 1982. What held Canada back all this time in its attempts to bring home the Constitution?

The provincial and federal governments could not agree on the division of powers nor an amending formula.

3. How did the Quebec referendum on separation hasten Trudeau's attempts to patriate the Constitution?

Trudeau promised that if Quebec voted "No" to sovereignty-association, he'd bring home the Constitution, update it, and put in a charter of rights and freedoms that would entrench bilingualism.

4. In the First Ministers' Conferences that followed the Quebec referendum, two divergent views of Canada were presented. One exchange between Prime Minister Trudeau and Premier Peckford of Newfoundland brings these views out clearly. How did each of these men envision Canada?

- *Trudeau saw Canada as more than just a free association of provinces.*
- *Peckford saw Canada as an association of strong provinces – but with a strong federal government as well.*

5. When Prime Minister Trudeau first tried to patriate the Constitution without provincial consent, why did the British government hesitate in handing it over?

The British government was concerned that it would be unconstitutional to do this without the consent of the provinces.

6. The Supreme Court of Canada was asked to decide if the federal government could patriate the Constitution alone. Why wasn't the court's decision very satisfying?

*The court said that on a purely legal basis the federal government could act alone, but that there had been established a **constitutional convention** over the years that the consent of the provinces be asked in constitutional matters. In other words, the court tended to sit on the fence.*

7. Which provinces made up the Gang of Eight that opposed Trudeau's final attempts to patriate the Constitution?

The Gang of Eight was composed of all the provinces except Ontario and New Brunswick.

8. At the end of the November 1981 First Ministers' Conference, which province was the only one not to agree to Trudeau's patriation plan?

The only one left was Quebec.

9. Newfoundland is a province with high unemployment rates. Premier Peckford insisted on the right to restrict jobs in Newfoundland to Newfoundlanders.

This was opposed to Mr. Trudeau's idea that any Canadian should be free to get any job anywhere in Canada.

What do you think? Should a poorer province be allowed to keep Canadians from other provinces from coming in and getting jobs? Explain your answer.

This answer calls for a personal opinion. Do you clearly see both sides of the issue? In a province like Newfoundland, with high unemployment, the right to keep workers from outside the province from flooding in during a boom period would be very important. By contrast, you must ask whether any Canadian workers should be prevented from working anywhere in Canada that they choose.

Part B

Often people will have special needs but limited finances. Or perhaps, the level of services in one area may be lower than in others for one reason or another. Sometimes governments believe that a region will be better off if there is help given to businesses or an industry to get started, or even to survive if times are bad. Should the government help out? These are questions of subsidies.

Governments frequently must come to decisions about using public funds to provide special services to particular groups of citizens. Should larger, wealthier school districts help to cover the costs of poorer districts where costs are higher and revenues are lower? Should northerners receive government subsidies to reduce the high cost of transportation in the Arctic?

Subsidies come in many forms. Provinces help big cities build modern expressways and transit systems. There are subsidies to reduce the costs of shipping grain. Businesses get aid from governments in a variety of ways. Handicapped and elderly people may be provided with special programs to improve their living conditions.

Questions of subsidies are difficult for governments to resolve but most people have opinions about them. Choose one of the types of subsidy mentioned or analyse a request for special help arising in your community or that is described in a newspaper. Explain what you would do, and why, if the decision were yours.

Your answer will be personal. Have you explained your views clearly, with supporting reasons?

Section 4 Assignment

As prime minister of Canada, you have called a First Ministers' Conference in an attempt to clarify the relations between the federal government and the provincial governments.

At the meeting the premiers of Quebec, Alberta, and Newfoundland have put forward the case that constitutional changes should be made that would give greater powers to the provincial governments. Quebec especially wants to strengthen its status as a distinct society with greater control over its own affairs.

By contrast, the premiers of Ontario, Manitoba, and Prince Edward Island have put forth the centralist case (that is, the case for a closely united Canada under the control of a strong central government).

It is your turn to speak. You will present your vision of Canada. Should Canada become a loose confederation of strong provinces or a tightly united country under a strong central government?

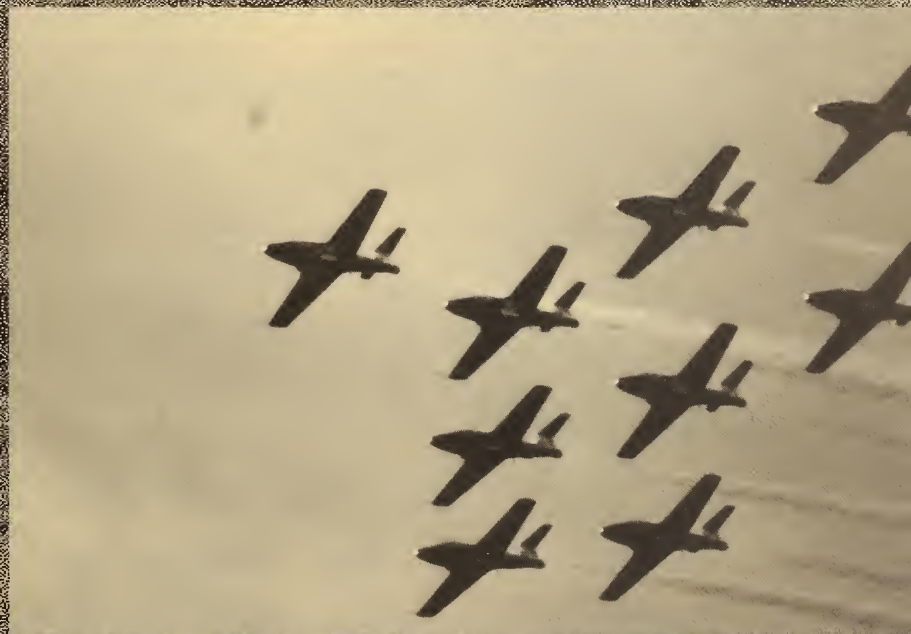
Do the rough copy of your speech on your own paper and present your final position on the appropriate response pages. Your speech should be at least one page in length.

Check that the assignment meets the requirements and is about one page long. The speech must clearly argue for a specific vision of Canada. It must demonstrate an understanding of Canada's federal structure and the Canadian Constitution.

LEARNING FACILITATOR'S MANUAL

SOCIAL STUDIES 10

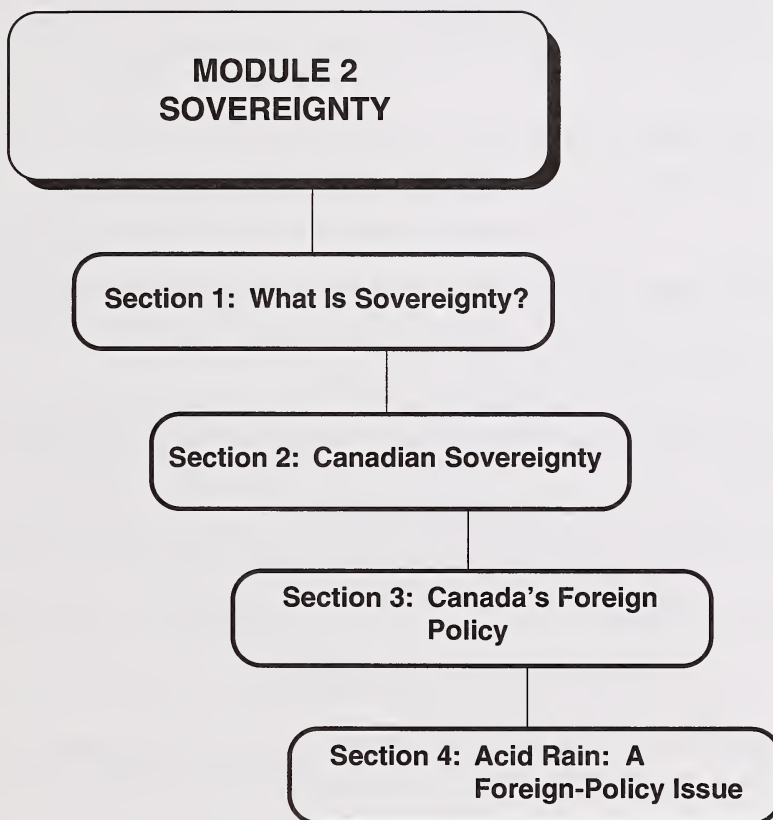
M O D U L E 2 SOVEREIGNTY



Cover Photo: WESTFILE INC.

Module 2: Sovereignty – Overview

This module deals with the development of Canada's sovereignty and its foreign policy as a sovereign nation. The achievement of Canada's sovereignty was a gradual process as Canada moved from colony to independent nation.



Evaluation

The evaluation of this module will be based on three assignments:

| | |
|--------------------------------|-------------------|
| Section 2 Assignment | 25% |
| Section 3 Assignment | 35% |
| Final Module Assignment | <u>40%</u> |
| TOTAL | 100% |

Please Note:

There is an alternative activity based on a video program that you may wish your students to do. It is Enrichment in Section 1. If you plan to use it you may want to order *Canadian Sovereignty* (14 1/2 min.), a program in the ACCESS Network Canada series.

Section 1: What Is Sovereignty?**Key Concepts**

- nation-state
- sovereignty

This section is intended to introduce the student to the basic concepts involved in this module.

Teaching Suggestions

There is a video that applies to this module. It may be used as an introduction or summary. It is *Road to Patriation* (NFB – 56 min.) and it describes the patriation of the Constitution in 1982.

Section 1: Activity 1

1. What is the difference between a nation and a state?

Nation refers to a country's ethnic characteristics such as heritage, language, culture, and identity. A state is based on territory, with a government, population, and sovereignty.

2. What are the four characteristics of a state?

The four characteristics of a state are the following:

- territory
- government
- population
- sovereignty

3. Indicate with an **X** which of the following statements concern issues of sovereignty.

- a. Canada and the U.S. both claim control of some Arctic islands.
- b. Canada puts the Goods and Services Tax into effect.
- c. Fishermen from other countries fish in Canada's territorial waters.
- d. Some Canadians fear being overwhelmed by the wealth and power of American influence.
- e. Some people in Britain fear they will lose their British identity if they establish close ties with the European Community.

Section 1: Activity 2

1. As a nation-state, how does Canada compare with other countries?

Canada's World Ranking

| | |
|--------------|-----------|
| • Area | <u>2</u> |
| • Population | <u>29</u> |
| • GNP/Capita | <u>10</u> |

2. Membership in international organizations allows other countries to determine a specific country's status as a nation-state.

a. List the international organizations to which Canada belongs.

Canada belongs to the following international organizations: United Nations, Commonwealth, La Francophonie, NATO, NORAD, GATT, OAS

b. Does any other country on the chart belong to as many organizations as Canada?

No

3. How many other countries on the chart have governments like Canada? Name them.

There are three other countries with governments like Canada: Japan, Spain, and Australia.

Section 1: Follow-up Activities

Extra Help

1. What is meant by a nation's sovereignty?

A nation's sovereignty is its right to make its own decisions and pass laws and take measures to govern itself.

2. Put an **X** beside the activities which are characteristic of sovereignty.

 X A nation has the right to defend itself.

 X A nation may take steps to keep its culture intact.

 X Nations try to look after their economic interests.

 X Nations pass laws to govern their country.

Enrichment

Do **either** Part A **or** Part B. Part A involves a video and Part B is a print alternative. If you have access to the video, *Canadian Sovereignty*, do Part A. If not, you may do Part B.

Part A

1. How did the Constitution Act of 1982 finish the road to complete sovereignty for Canada?

The Constitution Act brought Canada's constitution back to Canada. Changes would no longer need to be made by the British Parliament.

2. In each nation there are a number of means to preserve sovereignty, as described in the video. Match the method of preserving sovereignty (on the left) to its description in the right hand column. Place the best number in each blank.

 (3) a. Canadian currency (1) enforces laws throughout Canada

 (2) b. customs (2) controls Canada's territorial sovereignty

 (5) c. immigration (3) Canada's own monetary system

 (4) d. RCMP (4) federal police force

 (1) e. courts (5) controls who may reside in Canada

3. What are the three symbols of Canadian sovereignty discussed in the video?

The symbols of Canadian sovereignty discussed in the video include the following:

- *Governor-General*
- *national anthem*
- *the beaver*

4. Name three methods used by Canada to preserve its Arctic sovereignty.

Three methods used by Canada include the following:

- *The air force maintains patrols in the North.*
- *Rangers patrol the North.*
- *The coast guard patrols and regulates passage through the Arctic.*

5. In what ways is foreign ownership of industry in Canada a limitation on its sovereignty?

Foreign ownership of industry limits Canada's freedom in making economic decisions.

Part B

1. The first activity in this module looked at the question of what constituted a nation. Two factors that define a nation-state were given. Describe Canada in terms of the elements that define countries.

Canada's ethnic characteristics are such that there are two official languages, French and English, and a society that tries to allow people from many backgrounds to maintain their customs. Citizens feel distinctly Canadian. However, the following points are valid:

- *Canada has a large territory, being the second largest country in the world and covering much of North America.*
- *The country has a strong government and plays a major role in international affairs.*
- *The population is about 26 million people which is not large for the size of the country.*
- *Canada has complete control of what happens within its borders but is affected by world trade and world events.*

2. In your opinion, is Canada truly a sovereign nation? Give a reason for your opinion.

Opinions may vary but most people would agree that Canada is fairly well in control of its own affairs and has power in the councils of nations. Canada is a sovereign country. Have you supported your opinion?

Teaching Suggestions

Have students discuss their contacts with sovereignty of other nations, e.g., crossing borders, customs, laws of other nations, etc.

Section 1 Assignment

There is no assignment for this section.

Section 2: Canadian Sovereignty**Key Concepts**

- **development of nationhood**
- **global community**
- **middle power**
- **national identity**

Several of the Activities require the students to develop answers based on their opinion or general knowledge. In some cases it may be necessary for the facilitator to provide additional assistance and direction to the student.

Section 2: Activity 1**Teaching Suggestions**

Look at an historical map of Canada in 1867. Which areas were then part of Canada? Have students outline the physical growth of Canada to the present.

1. List three reasons for Confederation in 1867.

Three reasons for Confederation in 1867 were as follows:

- *The end of the Reciprocity Treaty with America would reduce the number of economic markets for Canadian goods so new markets had to be found.*
- *A political deadlock existed between Lower Canada and Upper Canada and Confederation would give both regions control of their local affairs.*
- *Confederation would lessen the fear of invasion by the Americans.*

2. A constitution is a set of rules about how a country should be run. Control of one's own constitution gives a country constitutional sovereignty. To what extent did Canada become a sovereign country in 1867?

Canada was able to develop policies and make decisions concerning its internal affairs but was still not in control of its affairs with other nations or able to change its constitution without first asking permission from Great Britain.

3. How could a federal bill become law in Canada?

A bill would have to be passed by all three parts of the federal government – House of Commons, the Senate, and the Governor-General.

4. How were regional interests protected in Canada?

Each part of the country was to be represented by an equal number of appointed senators. Their approval was needed to pass bills forwarded by the elected MPs.

5. In a short paragraph explain briefly how the BNA Act added to Canadian sovereignty.

Your answer should develop the following points in a similar fashion:

The BNA Act is the legal document that created Canada as a country. This document gave Canada some degree of independence by allowing it the right to make certain decisions and policies regarding internal national concerns. It was no longer necessary to get British approval for such decisions.

The BNA Act also established the system of government to rule Canada and described the powers this government could exercise. This federal system divided the government into the central government, which was responsible for the welfare of Canada as a whole, and provincial governments responsible for the affairs of the various provinces.

Because of the BNA Act, Canada was now in charge of its own internal affairs, able to deal with both regional concerns as well as matters that affected the entire country.

6. How was Canadian sovereignty extended in 1931?

The Statute of Westminster (1931) increased Canadian sovereignty by granting Canada the right to control its foreign affairs. Canada could now deal with other nations without first asking Britain.

7. What prevented the patriation of the BNA Act?

Patriation of the BNA Act was not possible because a way to amend/change the Constitution could not be agreed on due to rivalries among provinces, and between the central and provincial governments.

8. Do you think it is necessary for all provinces to agree to constitutional change? Explain your views fully.

Your answer is personal, but must be supported. Consider that full agreement concerning any changes in a document which affects all Canadians should be unanimously agreed upon; otherwise, it violates the very nature of a constitution.

9. What does it mean to patriate the Constitution?

To patriate the Constitution literally means to bring it home from Britain.

10. How did Canada's new Constitution establish full Canadian constitutional sovereignty?

In reality Canada's new Constitution means that Canada now has all the power for making its own laws and establishing policies with other nations without asking for approval from Great Britain.

11. How has the new Constitution updated federal-provincial distribution of power?

The new Constitution under Section 92A re-emphasizes and re-affirms provincial ownership of resources, and gives provinces a greater input over production, export, and taxation of these resources after the resources have left that province.

12. a. What provincial power do you think was of particular interest to Albertans?

Albertans would be most concerned with the power to control resources such as oil, gas, and agriculture.

- b. Why do you think many Albertans would approve of the new constitutional amendments in this area?

Albertans would approve of the new amendments because it gives Alberta greater control of its resources; especially after the resources have been exported out of the province.

13. Explain the “notwithstanding” clause.

The “notwithstanding” clause allows both the federal and provincial governments the power to establish laws that may overrule or violate certain protections guaranteed under the Charter of Rights and Freedoms.

14. How can amendments be made to the Constitution in the future?

Amendments to the Constitution can now be made through the amending formula which states that there must be agreement of the federal House of Commons and seven provinces representing at least 50 percent of the country’s population.

15. How does the opting-out formula resolve the conflicts between federal and provincial governments?

The opting-out provision allows up to three provinces to refuse acceptance of any change; therefore, no province can have its constitutional rights and powers reduced without its consent. It also guarantees that no single province can prevent others from making changes.

16. Before 1982 only Britain could change Canada’s Constitution. Consequently amendments to the Constitution were not often proposed. Do you think the new Constitution has made it easier or more difficult for Canadians to govern themselves? Explain your answer in a short paragraph.

Your opinion is personal but must be supported by valid reasons. Some suggestions are given here.

- *The new constitution has made it easier to govern Canada.*
 - *no longer needs British approval*
 - *has a workable amending formula*
 - *allows for individual choice*
 - *control over changes through federal veto power*
- *It is difficult to say whether the new constitution has made it easier to govern Canada.*
 - *Consider points from both sides of the issue.*
- *The new constitution has made it more difficult to govern Canada.*
 - *may be too many divergent ideas, arguments*
 - *provinces more concerned over individual concerns*
 - *may result in checkerboard effect*

Teaching Suggestions

What methods for amending the Constitution can be devised? Have a discussion, but remember that the method must attempt to satisfy all Canadians' concerns.

Section 2: Activity 2

1. The word “jurisdiction” means area of authority. How do a nation’s boundaries define the jurisdiction of its government?

The boundaries represent the limits of its authority. The laws made by that nation are respected by its citizens and other nations.

2. Imagine an island located in a river that serves as the boundary between two countries.
 - a. Is it likely that both countries could have complete jurisdiction on the island? Explain.

It is unlikely that both countries could have complete jurisdiction. Both nations may attempt to claim jurisdiction, but it would only result in conflict because both would want total control.

- b. What possible confusion might there be if you lived on this island?

Possible confusion may result from the following:

- *Does one country have more right to own the island than the other?*
- *Which country would be more desirable to join?*
- *Under what laws and regulations does the island function?*
- *What power does the island have to determine its fate?*

- c. Name two ways that the countries could resolve the dispute over who has jurisdiction over the island.

Possible solutions may include the following:

- *By using military strength one or both nations may attempt to exert control over the island.*
- *Through peaceful negotiations the nations involved may attempt to resolve ownership over the island.*
- *A third party acting as a mediator may be required to resolve the conflict.*

3. In your own words, explain the link between a government's jurisdiction and its sovereignty.

A nation can consider itself sovereign only if it has control over its boundaries and if this control is recognized by other nations. It must be able to negotiate these boundaries on its own behalf rather than have them defined for them by other nations. A government that has supreme jurisdiction within its borders is considered sovereign.

4. How would the 1846 decision to extend the border along the 49th parallel create difficulty for residents of Point Roberts. (Examine the preceding map.)

Point Roberts became part of the U.S. and became geographically isolated from mainland U.S.A. It was necessary to go through Canada in order to reach the United States.

5. Why do you think the San Juan boundary dispute was submitted to the German Emperor for arbitration?

The dispute was submitted to the German Emperor because neither side could agree upon a solution, and he was an impartial party.

6. In a previous territorial dispute with the United States, Canada, in the Treaty of Washington (1871), ceded San Juan Island in the Strait of Georgia to the Americans. Canada's prime minister, John A. Macdonald, was a member of the British delegation. He once wrote in a letter home: "They seem to have only one thing on their minds, that is, to go home to England with a treaty in their pockets settling everything, no matter at what cost to Canada."

To what extent can the prime minister's disappointment with the British negotiators be reflected in the results of the San Juan (1871) and the Alaska boundary (1903) settlements?

Based on the results of the San Juan and Alaskan boundary disputes, settlement of territorial borders always favoured the U.S. over Canada.

7. a. What do you think John A. Macdonald's reaction to the Halibut Treaty might have been? (Refer to your answer in the previous activity.)

Sir John A. Macdonald would probably have been in favour of the treaty because Canadian interests/concerns were addressed and satisfied.

- b. What was the significance of this treaty to the development of Canadian sovereignty?

This treaty was important to the development of Canadian sovereignty because it was a Canadian treaty signed without a British signature and indicated that Canada had become responsible for its own foreign negotiations.

- c. Why is a territorial claim on sea areas important?

Waters contain valuable fish and animal-life, natural resources such as oil, as well as providing a transport route.

8. What are some reasons for the extension of Canadian sovereignty to a 320-kilometre offshore fishing zone?

The following are reasons for a 320-kilometre offshore fishing zone:

- *Foreign fish-processing ships have been taking vast supplies of fish that could be used by Canadians.*
- *Fish supplies could be conserved and protected.*

9. What problems were created by the new 320-kilometre limit?




Sovereignty-related problems raised by the 320-kilometre limit are the following:

- *the need for greater pollution control*
- *the ownership of undersea resources such as minerals and petroleum*
- *overlapping of areas by two or more sovereign states*

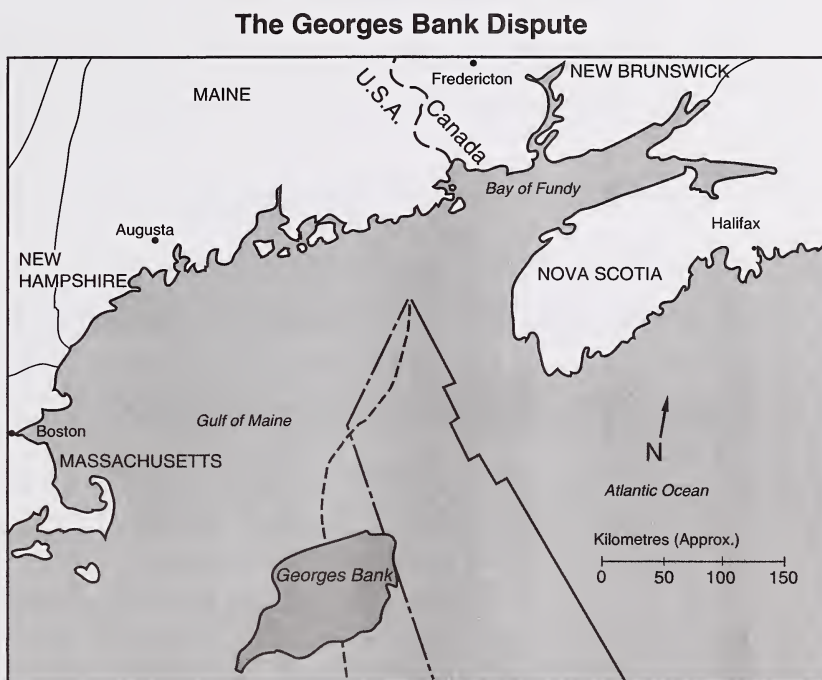
10. The preceding picture shows an oil drilling rig, built on a man-made island in the Beaufort Sea. How does this picture illustrate another motive for nations expanding their limits to 320 kilometres?

Many nations are anxious to lay claim to the mineral and oil deposits which are under the sea.

11. On the map, *The Georges Bank Dispute*, draw lines from the New Brunswick/Maine border through Georges Bank that you think would represent the following areas:

-  the Canadian claim
-  the American claim
-  the decision of the World Court

Use a different colour or a different pattern of line for each boundary.



12. What reasons would you give to support each claim?

a. the Canadian claim

Canada's claim divided the disputed area into two equal halves giving both equal amounts of the fishing grounds.

- b. the American claim

The U.S. claimed the entire bank based on a deep undersea channel naturally dividing the continental shelves.

13. Can you think of reasons to support the final judgement of the World Court?

The World Court decision divided the area between the disputed boundary zones to be fair to both sides.

14. List two major reasons for Canadian claims to sovereignty in the Arctic.

Major reasons for Canadian claims to the Arctic could include the following:

- *the 1951 ruling of the International Court of Justice and the Law of the Sea Conference 1982*
- *the defence of the northern boundary of Canada*
- *a concern for pollution of the Arctic*

15. List two major reasons for the American claim that the Northwest Passage is an international waterway.

Two major reasons for the American claim are the following:

- *Military – U.S. suspects the presence of Soviet submarines.*
- *Economic – Alaskan oil and gas and future energy discoveries could be more efficiently transported through the Northwest Passage.*

16. Referring to an atlas, compare the locations of the Strait of Gibraltar and the Northwest Passage (Viscount Melville Sound to Lancaster Sound).

- a. What location features support the American claim that the Northwest Passage is an international waterway?

America claims that it is the only navigable passage through the ice-locked Arctic Ocean; therefore, it is similar to the Strait of Gibraltar which is the only way to pass from one international body of water to another.

- b. What location features support the Canadian claim to sovereignty?

Canada claims that the Northwest Passage runs right through Canadian territorial islands and cannot be considered an international waterway.

Teaching Suggestions

On a map of Canada, label the areas which are or have been sites of territorial disputes.

Section 2: Activity 3

1. Why did Canada itself not declare war in 1914? Explain.

Canada did not declare war by itself because at the time it was still a member of the British Empire and was not able to control its own foreign policy. It could, however, decide on the nature of its involvement.

2. Nationalism is defined as feelings for your country. How do you think Canada's involvement in World War I affected Canadian nationalism?

Although Canada's involvement caused controversy as to whether it should be involved in the war, it is widely accepted that Canada became a true nation during WWI. It was during the war that Canadians developed a pride in Canada for its contributions during WWI. They saw themselves as Canadians rather than British subjects.

3. Do you think nationalism contributes to a greater or lesser desire for sovereignty?

Nationalism contributes to a greater desire for sovereignty because it creates a feeling of pride and uniqueness for one's country and a feeling that it should be able to govern itself without outside interference.

4. In what ways did Canadians contribute to the war effort?

Canada's contribution to the war effort consisted of the following:

- *supplying soldiers for active duty in all branches of the service (army, navy, air force)*
- *economic contributions in the form of weapons, shells, equipment, clothing, and agriculture/food products*

5. For a country of eight million people, how would you evaluate Canada's contribution?

Considering its population, Canada's contribution was very impressive both in the number of men and women who fought overseas and the amount of economic support it supplied.

6. What does the following opinion say about Canada’s growth as a nation in World War I?

I've always thought that the Canadian nation was, in fact, born on the battlefields of Europe. I'm sure that that's true, that the fierce pride developed in the Canadians in their own identity, in their own nationhood, was a very real thing; and it survived over into the peace. Whenever they give the Canadians a chance to show their identity or to be proud of their identity, they are; and they always rise to the occasion.

It suggests that Canada’s involvement in WWI led to the growth of a Canadian identity and pride and ultimately led to greater world recognition.

7. Fill in the following chart, showing some of the positive and negative effects of the war on Canada.

| Positive Results | Negative Results |
|---|--|
| <ul style="list-style-type: none"> • <i>many new factories and industries</i> • <i>Canada recognized internationally</i> • <i>status of women improved</i> • <i>increased agricultural production</i> | <ul style="list-style-type: none"> • <i>many dead and wounded</i> • <i>cost huge amounts</i> • <i>conscription created English-French anger</i> • <i>war debts</i> |

8. a. What arguments did many French-Canadians have against conscription?

Many French-Canadians felt no loyalty to Britain or to France.

- b. What was the reaction of many anglophone Canadians?

Anglophone Canadians felt the following ways about conscription:

- *Many English speakers felt closely tied to Britain.*
- *If some are joining the army, all should have to.*

Teaching Suggestions

Students who are interested in the First World War might want to do further research on the war weapons or warfare. They could explore topics such as the following:

- trenches
- Battle of Vimy Ridge
- the war at sea
- Battle of the Somme

Section 2: Activity 4

Teaching Suggestions

Some students may want to research and find out more about the Second World War. They could make a poster or write a report about the following:

- new weapons in the war
- Battle of Britain
- Dieppe
- Stalingrad
- Hitler
- D-Day

1. In a short paragraph discuss the similarities between Canada's World War I and World War II contributions. (Canada's population in 1945 was 11 000 000.)

Your paragraph should include the following key points:

- *Canada's contribution in WWII was again both in the form of soldiers and economic aid.*
 - *A major portion of the population volunteered to join the army.*
 - *Though there was still strong support for Britain, many felt it was not Canada's fight.*
 - *Conscription was used to build the army and this again created bad feelings among Canadians.*
 - *Canada's economic contributions were very significant to the war effort.*
 - *Canada lost a large number of men and women.*
 - *Canada emerged as a strong economic nation.*
2. What was the difference between Canada's declaration of war in 1914 and its declaration of war in 1939? How does this difference illustrate a growth in sovereignty?

In 1914, Canada was drawn into the war because Britain declared war; in 1939, Canada decided to enter the war on its own. The Statute of Westminster (1931) made Canada fully independent, giving it control over its own foreign policy.

3. The following charts compare Canada's losses and gains in the two wars. Study the two charts and complete the activity.

| Canada in World War I | |
|--|---|
| Losses | Gains |
| <ul style="list-style-type: none"> • 60 000 Canadian deaths • 178 000 Canadians wounded • federal government spent \$3 billion plus during the war • war debt – \$150 million yearly until World War II • Many Canadians made huge profits. • Prices of food and other goods accelerated rapidly. • Bad feelings between French and English Canadians were caused by the conscription crisis. | <ul style="list-style-type: none"> • more than 1000 new factories • increased agricultural production and increase in farm income • world recognition – Canada became recognized by the world as an independent nation; ties with Britain were loosened • increased pride in being Canadian as a result of important wartime contributions • Women made important contributions leading eventually to increased political power. |

| Canada in World War II | |
|---|---|
| Losses | Gains |
| <ul style="list-style-type: none"> • 41 700 Canadian deaths • many Canadians wounded • The war cost Canada \$12 million per day! (total cost \$20 billion) • Conscription issue again caused bad feelings (but not to the extent of World War I). | <ul style="list-style-type: none"> • further recognition as a sovereign nation • Industrial growth caused our nation to prosper. • freedom protected as the axis powers were defeated • The role of women expanded. |

In a short paragraph discuss to what extent Canada's wartime participation advanced the development of Canadian sovereignty.

Your paragraph should include the following points:

- *Canadians developed pride and more confidence in themselves because of their contributions and successes.*
- *Canada received world recognition for its contributions.*
- *Canada became recognized as an independent nation.*
- *Canada earned the right to represent itself in international affairs (that is, League of Nations).*
- *Canada developed as a strong economic nation, giving it greater economic sovereignty.*

Section 2: Activity 5

1. Why is Canada described as a middle power?

Canada can be described as a middle power based on the following elements:

- *Size and influence – It is geographically a large country with vast resources and is considered a nation that is highly developed economically. It has earned the respect of nations on international matters.*

- *Role of mediator (being in the middle) – Canada has been involved in international organizations (UN, NATO, Commonwealth) that place it in the role of peacekeeper and go-between for nations.*
 - *Commonwealth – Canada has worked as a bridge between developed and developing countries to encourage aid and growth in these countries.*
2. Give two examples of Canada playing its role as a middle power in world affairs after World War II.

Canada involved itself in three important international organizations:

- *United Nations: Canada helped set up and maintain peacekeeping forces.*
- *NATO: Canada sent military forces to Europe under NATO agreement for the purpose of security.*
- *Commonwealth: Canada has worked as a bridge between developed and developing countries to encourage aid and growth in these countries.*

Section 2: Follow-up Activities

Extra Help

1. Arrange the following events in chronological order (the order in which they occurred) by numbering them from 1 (earliest) to 6 (most recent).

 3 a. Statute of Westminster gives Canada complete independence.

 1 b. BNA Act creates the Dominion of Canada.

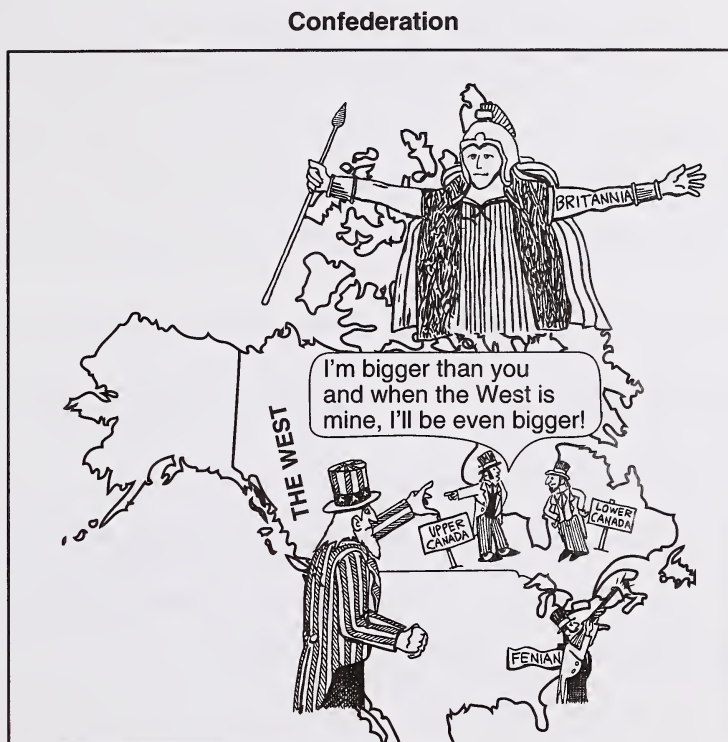
 5 c. Canada joins NATO.

 4 d. Hitler invades Poland.

 2 e. Canadians capture Vimy Ridge.

 6 f. Canada declares 320-kilometre fishing limit.

2. The following cartoon illustrates causes of Confederation. Study the cartoon and answer the questions that follow.



- a. Who is represented by the figures of
- Britannia? _____ *Great Britain* _____
 - Uncle Sam? _____ *United States* _____
 - Upper Canada? _____ *Ontario* _____
 - Lower Canada? _____ *Quebec* _____
- b. The Fenians were anti-British Irishmen who terrorized the inhabitants of the British colonies by launching border raids from points in the United States. How could these terrorists be considered a cause of Confederation?

Because colonies were so isolated and defenceless individually, it was felt that a confederation of the colonies would give them greater protection from the Fenian raiders.

- c. What three additional reasons for Confederation are suggested by the cartoon?

Three additional reasons for confederation are the following:

- *The U.S. wanted to take over Canada.*
- *Britain wanted to hold the colonies together and maintain its territory.*
- *The political deadlock between Upper Canada and Lower Canada could be ended.*

3. Parents in Point Roberts decide to send their children to school in Ladner. What arguments might an American government official have against this decision?

The students would not be taking any courses reflecting American content. The feeling is that American children should be educated in American schools.

4. Why would parents in Point Roberts not want their children taught in Canadian schools?

This answer would likely be the same as that given by the American government official – American children should go to American schools.

5. Most children from Point Roberts are bussed to school every day.

- a. Why do they have to go through customs four times a day?

They must cross the U.S./Canada border in two different places, twice a day.

- b. What is the purpose of border customs checks?

It is a way of identifying and controlling what/who leaves and enters the country.

- c. How do customs offices promote national sovereignty?

Customs offices enforce the laws of the nation.

6. A government ferry service to Blaine has been proposed by some Point Roberts residents, and this would mean a 40 percent increase in property taxes. Over half the property owners, however, are Canadians who have bought vacation homes in the area.

- a. Why do you think that Canadian and American property owners are likely to disagree over this proposal?

They may disagree because the Canadians would feel they should not have to share the increased cost of a service from which they will not benefit.

- b. In a sentence or two identify what sovereignty question is at issue in the Point Roberts example.

Should non-citizens determine policies in a foreign country?

- c. If 90 percent of the property became Canadian-owned, would this be sufficient for Canada to assume sovereignty over Point Roberts? Explain.

No, because property ownership in a foreign country does not determine sovereignty of that area.

Enrichment

The following activity will help extend your knowledge about Canadian sovereignty. Fill in the following chart, dealing with some past and present Canadian-American sovereignty disputes. The first one has been done for you.

Canada-U.S.A. Sovereignty Disputes

| Dispute | General Area of Dispute | Issue in Dispute | How It Was Settled | Canadian Reaction |
|---|---|--|---|---|
| San Juan Boundary | <ul style="list-style-type: none"> West Coast Island between Vancouver Island and Mainland | <ul style="list-style-type: none"> ownership of San Juan Island | <ul style="list-style-type: none"> arbitration by German Emperor | <ul style="list-style-type: none"> felt they had been cheated |
| Alaska Boundary Dispute | <ul style="list-style-type: none"> Northwest coast of North America | <ul style="list-style-type: none"> exactly where boundary between U.S. and Canada should be | <ul style="list-style-type: none"> impartial judges ruled on the issue | <ul style="list-style-type: none"> felt that Britain had sold them out |
| Salmon Fishing on the West Coast | <ul style="list-style-type: none"> West Coast | <ul style="list-style-type: none"> setting limits on fish (salmon) to be caught | <ul style="list-style-type: none"> negotiated between Canada and U.S. | <ul style="list-style-type: none"> satisfied |
| Georges Bank Dispute | <ul style="list-style-type: none"> fishing area south of Nova Scotia | <ul style="list-style-type: none"> right to fish in Georges Bank | <ul style="list-style-type: none"> World Court ruled that the territory be split | <ul style="list-style-type: none"> satisfied with compromise |
| Arctic Sovereignty | <ul style="list-style-type: none"> Arctic Islands north of Canada | <ul style="list-style-type: none"> who has sovereignty over this area | <ul style="list-style-type: none"> still in dispute | <ul style="list-style-type: none"> still in dispute |

Section 2 Assignment

Recognition as a sovereign state requires supreme and independent control of a nation's internal affairs and of relations with other countries.

In a short essay of about 150 – 200 words, discuss how Canada became a sovereign state. Highlight some of the key events along the route to sovereignty.

Be sure to follow proper essay format, with an introduction, body, and conclusion. Give your essay an appropriate title.

In the student's answer, certain key points should be addressed.

- *In order to show understanding, the student should be able to define sovereignty by explaining specific aspects/characteristics of a sovereign nation, i.e., a sovereign nation is one that*
 - *has patriated its constitution and has supreme and independent control of its internal and external affairs*
 - *has established territorial boundaries*
 - *is recognized by other nations as a full participating member of the world community*
- *The student should examine how Canada achieved its sovereignty through an analysis with specific regard to the characteristics which describe a sovereign nation.*
- *The students should arrive at a conclusion to the essay by stating their position and supporting it with reference to material discussed in their report.*
- *Several specific examples of key events should be used.*

Section 3: Canada's Foreign Policy

Key Concepts

- **international relations**
- **national self-interest**
- **alliances**
- **global community**

This section focusses on explaining what foreign policy is and on analysing four case studies involving Canadian international relations.

Teaching Suggestions

Students could create a poster or collage showing Canada's foreign policies at work around the world.

Section 3: Activity 1

1. In a sentence or two explain what is meant by the term foreign policy.

The way in which a nation handles its relations with other countries is called its foreign policy. It would specify the goals being pursued and the methods to be used to achieve the goals.

2. What are some foreign-policy objectives common to most nations?

The most common foreign-policy objectives pursued by nations are the following:

- *social justice*
- *peace and security*
- *economic growth*
- *sovereignty*
- *safe environment*
- *quality of life*

3. You have learned that there are six major goals or principles of foreign policy: social justice, peace and security, economic growth, sovereignty, safe environment, quality of life.

Read each of the following actions and identify the foreign policy goal it best represents. Some actions may fulfill more than one goal.

- a. Canadian exchange students go to Hong Kong.

social justice, economic growth

- b. Canada signs an environmental agreement at the '92 Earth Summit.

safe environment, social justice

- c. Canada provides technical and financial aid to the C.I.S.

quality of life, economic growth

- d. Canada establishes embassies around the world.
sovereignty, peace and security
- e. Fishermen in Canadian waters must have Canadian licences.
sovereignty
- f. Canada and the U.S. sign a free trade deal.
economic growth
- g. Canada is an active member of the UN Security Council.
peace and security
- h. Canadians are involved in an international hockey tournament.
quality of life
- i. Canadians supplied aid to Ethiopia during the famine.
social justice, quality of life
- j. Canada signs a deal with U.S. to control acid rain.
safe environment
4. In your own words summarize these influencing factors:

A summary of individual factors influencing foreign-policy decisions should include the following:

- a. Global Location

The influence may be caused by a nation's location in relation to others, as well as the nation's size, resource base, or climate.

- b. Historical Roots

Decisions may be based on how nations have treated each other in the past.

- c. Leadership

Because of the power of their positions and in many cases their personalities, leaders are often able to include their personal points of view in deciding how they will act on behalf of their nation.

5. In your own words, summarize how each of the following factors could influence foreign policy:

A summary of the remaining influencing factors should include the following:

| | |
|--------------------------------|---|
| Type of Government | <ul style="list-style-type: none"> • <i>the basic beliefs which a nation uses to make its decisions and direct its actions</i> |
| Public Pressure | <ul style="list-style-type: none"> • <i>People can influence their governments in a variety of ways – by voting, opinion polls, forming groups, etc.</i> |
| International Relations | <ul style="list-style-type: none"> • <i>the ability to influence others because of one's economic and/or military strength</i> |

6. The Department advises the government of Canada on its foreign policy and promotes Canadian interests in other countries. Its main concerns are these:

- achieving Canada's foreign policy
- improving Canada's trade position
- helping Canadian citizens overseas
- representation in international organizations and negotiations

Match the following cases to the duties being described.

a. convincing Japan to buy Canadian coal

trade

b. representing Canada at the UN

international organizations

c. helping a Canadian injured in a car accident in Greece

helping Canadians abroad

- d. supervising the spending of foreign aid money
foreign policies
- e. discussing international air routes
international organizations
- f. arranging talks between Canadian and Russian oil industry executives
trade
- g. chartering transportation for Canadian travellers stranded by an earthquake
helping Canadians abroad
- h. negotiating an agreement on limits to dumping wastes in the ocean
foreign policies

Section 3: Activity 2

1. You have learned that countries may realize their international goals by using the following means of foreign policy:
- negotiation
 - propaganda
 - secret operations
 - military force
 - diplomatic relations
 - international agreements
 - economic measures
 - artistic and sports exchanges

Read the following actions and identify the foreign policy method each one best reflects. Some actions may be examples of more than one method.

- a. The Soviet Union sent troops into Afghanistan in 1979 to help a communist government keep power.
military force
- b. The Canada-U.S. Free Trade Agreement is signed.
negotiation, economic measures, international agreements
- c. The San Juan Island dispute is settled by the Emperor of Germany.
international agreements

- d. Americans and Russians use spy satellites to watch each other.

secret operations

- e. Many countries refuse to trade with South Africa.

economic measures

- f. The International Court settles a fishing dispute.

negotiation

- g. A Canada-Russian hockey game attracts 20 000 fans.

artistic and sports exchanges

- h. The U.S. helped rebels to try to overthrow the government of Nicaragua.

military force, secret operations

Teaching Suggestions

Have students collect articles from newspapers or magazines which show concerns of Canada's foreign policies.

Section 3: Activity 3

1. What are three basic goals of the United Nations?

The three basic goals of the United Nations are the following:

- *Help keep peace among nations.*
- *Develop good relations among nations.*
- *Promote human rights, basic freedoms, and justice for all.*

2. What are two major functions of the General Assembly?

Two major functions of the General Assembly are the following:

- *forum for debate*
- *set UN budget*

3. The Security Council of the United Nations is responsible for keeping peace in the world. In what three ways does it try to achieve this objective?

The Security Council tries to achieve peace by the following means:

- *demanding that fighting stop*
- *applying economic sanctions*
- *requesting that UN troops be used to stop aggressors*

4. Canada has been known for its peacekeeping role in world conflicts. What are the two main methods of peacekeeping in which Canada participates as a UN member?

These are the two main methods of peacekeeping Canada participates in as a UN member:

- *acting as observers sent to supervise a truce*
- *sending armed forces to keep the peace between combatants*

5. Which UN peacekeeping method was used in Egypt in 1956?

The method of UN peacekeeping being used by Canada in Egypt in 1956 was to act as an armed force to keep the aggressors apart.

6. What influences may have led to Canada's involvement in this event?

The key influences in the Suez crisis were past experience; the memories of World War II and Korea; and the personal view of leaders, in this case those of Lester B. Pearson, Canada's Minister of External Affairs.

7. What foreign policy methods did Canada use in this event?

The methods Canada applied to achieve its goal of peace and security were the following:

- *diplomacy and negotiation*
- *collective security*

Section 3: Activity 4

1. On the map provided, label the European member nations of NATO and the Warsaw Pact as they existed prior to 1983. (You may wish to colour-code your answers to help provide a visual idea of the respective locations of each organization. Fill in the appropriate boxes in the key.)



2. How has geography influenced Canada's decision to join NORAD? (You may wish to consult an atlas.)

Canada's decision to join NORAD was influenced by two geographic factors:

- *the size of Canada made it difficult for the country to defend itself*
- *Canada was located between the two superpowers: the USSR and the U.S.A.*

3. Explain briefly how joining NATO and NORAD has helped Canada fulfill the goal of defence and world peace.

A major goal of Canada is to maintain world peace. Canada's involvement in NATO and NORAD is seen as a deterrent to conflict. A powerful group willing to defend its members is supposed to be a poor target for an aggressor. Thus Canadian membership in these alliances should prevent Russia or any other nation from taking aggressive action against group members.

4. What effect do you think Canadian membership in these alliances has had on Canadian sovereignty? Support your answer.

Because of the economic and military strength of the Americans, they have dominated these alliances. One opinion suggests members in these alliances ultimately end up giving up some of their sovereignty to the U.S.A. For example, the American policy of developing nuclear arms as a deterrent has resulted in Canadian participation in the nuclear arms race even though Canada does not believe in the development and deployment of such weapons.

5. What is the difference between deterrence and detente?

Deterrence involves the idea of constantly being prepared for war in order to frighten aggressors, while detente involves a relaxation in tensions and more cooperation between rival powers.

6. In your own words, explain "arms race."

An arms race is the competitive build-up of armies and weapons between nations. Whatever one nation has, the competing nation will try to better.

7. Canada is considered to be a middle power internationally. Is this position justified by the statistical information presented in the chart about comparisons of defence expenditures in 1988?

If you use the financial material, total amount spent, the per capita value, and the percentage of government spending on defence, Canada tends to appear in the middle of the group. By these standards it could be classified as a middle power.

8. In your opinion, have recent changes in eastern Europe changed the need for NATO? Explain.

You could answer this in two ways:

- *Yes, since the Warsaw Pact has broken up, the need for a strong NATO has disappeared.*
- *No, even though the Warsaw Pact is gone, the C.I.S. still has a very powerful military, and therefore NATO needs to continue to be strong to act as a deterrent.*

Teaching Suggestions

Because of recent changes in Eastern Europe is there still a need for NATO and NORAD? If there is a group of students they could discuss or debate this question.

Section 3: Activity 5

1. What are some of the Canadian agencies that have been established to extend aid to developing countries?

Some Canadian agencies established to give aid to developing countries are the following: Save the Children Fund, Canadian Executives Overseas, CIDA, CUSO, and the International Development Research Centre.

2. What form does Canadian aid take?

Canadian aid takes many forms such as expert knowledge, money, machinery, food, medicine, and farm animals.

3. What percentage of the gross domestic product (GDP) did Canada spend on aid in 1986? What two wealthy nations did Canada surpass in this area?

In 1986, Canada spent 0.48 percent of its GDP on foreign aid. This exceeded the aid given by Japan and the U.S.A.

4. In 1981, Canada spent \$1187 million or 0.43 percent of its GDP on foreign aid. According to the reading, had Canada's aid expenditure increased or decreased by 1986? Explain.

The percentage of the GDP which Canada spent on foreign aid increased between 1981 and 1986 (from 0.43% of the GDP to 0.48%).

5. In what ways has Canadian aid helped developing countries?

Canadian aid has helped developing countries in a variety of ways such as the following:

- *improvements in forestry*
- *better health services*
- *improved housing*
- *improved market techniques*
- *research in crop development*

6. In what ways has Canadian aid been abused?

Canadian aid has been abused in a number of ways such as the following:

- *lack of consultation with local peoples*
- *inappropriate aid being supplied*
- *aid sometimes creating more problems than it solves (i.e., irrigation – loss of land, disease)*

7. What causes most aid problems?

Most aid problems are caused by lack of knowledge. Aid givers often do not take time to clearly understand the recipients' needs. Recipients often lack the knowledge to safely use/maintain the aid supplied (e.g., nuclear technology, pesticides). Problems can also arise from corruption and/or inefficiency.

8. Should Canada continue to supply aid to developing nations? Support your answer.

If you support continued aid to developing nations by Canada, your arguments might consist of the following: it is a moral obligation of the wealthy to help the less fortunate; it stimulates cooperation and friendly relations; it will likely help expand Canadian trade now and in the future; and it helps develop world security and peace.

If you feel Canada should no longer supply foreign aid, your arguments could be as follows: it creates dependency among developing nations; it is inefficient and does not solve the problems; it involves too much corruption; aid is often given to nations who are major violators of human rights; and it is too expensive – the money could be better used solving Canada's problems.

Section 3: Activity 6

1. To what extent has foreign investment been a part of Canadian history?

Foreign investment has been an important part of Canadian history since Canada's beginning. The initial investors were France and England while today's foreign investment is dominated by the Americans. Canadian industry would not have been able to develop as it has without foreign investment.

2. Why did Canada require foreign investment in the past? Are these reasons still valid today? Support your answer.

Canada required foreign investment in the past because Canada could not pay the cost of industrialization by itself nor could it generate sufficient funds for major projects such as the Trans-Continental Railway or the St. Lawrence Seaway. These reasons are still valid today. Canada has a small population for the size of the country and often has to seek development funds from outside Canada. The tar sands development is a good example of this situation.

3. According to the chart, what two nations have dominated investment in Canada? Calculate and compare the value of their investments in 1900 and 1982. What change occurred?

The two dominant investors in Canada were Great Britain and United States. In 1900, British investment was about 85 percent of the total foreign investment. The Americans held about 10 percent of the foreign investment worth approximately \$120 million. In 1982, British investment was about 7 percent of the total foreign investment, but was worth nearly \$12 billion. The Americans held about 63 percent of the total foreign investment worth approximately \$109 billion. A recent change is other countries investing in Canada, accounting for \$50 billion and nearly 30% of the total.

There are two key changes here:

- *The British and the Americans have reversed the position of dominant investor, and other countries are investing in Canada now.*
- *The amounts invested have increased dramatically between 1900 and 1982.*

4. Define the term "multinational corporation."

A multinational corporation is a business that has production facilities (factories) in one or more nations other than its own.

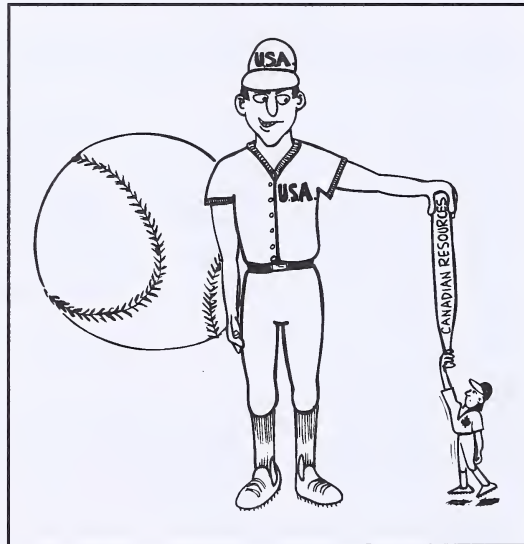
5. a. Study the chart titled *The Branch Plant Economy*. In what ways might a multinational company limit Canadian sovereignty?

Multinational companies may limit Canada's sovereignty in that many decisions which could affect the Canadian economy are made outside the borders by the mother company. These are often based on what is best for the mother company, not the Canadian economy.

- b. From the same chart indicate what you feel the benefits are of multinational investment in Canada.

Some benefits supplied by multinational companies are new ideas and technology, jobs, tax money to provincial and federal governments, greater product variety, and increased services.

6. a. The following is an example of one student's view of Canada's relations with foreign investors.



Describe the student's view of foreign investment.

A possible answer is that Canada is losing the struggle to retain its natural resources because of foreign investment.

- b. Draw a cartoon or write a short poem that expresses your opinion of foreign investors.

Your cartoon or poem should express a definite opinion. Answers will vary.

7. Examine the preceding political cartoon.

a. What point is the cartoonist making about Canadian-American relations?

The cartoonist is showing how the American economy (the elephant) is so much larger than Canada's that Canada is in danger of being overwhelmed by the U.S. (or pushed out of bed).

b. Would this cartoon express the views of an economic nationalist, or a supporter of closer U.S.-Canadian relations?

This is the view of an economic nationalist.

8. After World War II what was unique about the economic position between Canada and the U.S.?

Canada's unique economic position in relation to the United States was based upon its exemption from any special taxes or controls whenever the U.S. took economic action against foreign nations.

9. Why did the economic position between Canada and the U.S. change?

This unique position changed in the 1970s because of economic difficulties faced by the United States. President Nixon imposed a 10 percent extra charge on all goods entering the U.S., and Canada was not exempted from this charge.

10. As a result of the change in the Canada-U.S. relationship, what three options for trade with the U.S. evolved?

The three options for future trade with the U.S. that evolved from this situation included the following:

- *Maintain the present relationship.*
- *Move towards closer economic ties, possibly complete free trade.*
- *Reduce Canadian trade dependence on the U.S. by developing markets in Europe and Asia.*

11. What was happening with Canada's traditional market in Europe?

The traditional market in Europe was shrinking as Europeans were meeting more of their needs by utilizing their own resources and trading amongst themselves.

Teaching Suggestions

Make a list of some companies in Canada which are foreign owned. Students could make a poster or collage of the names, locations, or products of some of these companies.

12. Into what new market is Canada hoping to expand? What advantages does Canada have that may help expansion in this area?

Canada is now seeking to expand into the Pacific Rim market. Two factors aid Canada in this attempt. First is Canada's geographic location. Canada is a Pacific Rim nation. Second, Canada has people of various cultures from Pacific Rim nations that can help citizens understand their needs more accurately.

13. Examine the following map carefully. According to this map, how many of Canada's top ten trading partners of 1987 are Pacific Rim nations (bordering the Pacific Ocean)? Name these countries and give their ranking.

Canada's Ten Most Valuable Trading Partners (1987)



According to the map, seven of Canada's top 1987 trading partners are Pacific Rim nations:

- U.S.A., ranked first
- Japan, ranked second
- USSR, ranked fifth
- South Korea, ranked sixth
- Taiwan, ranked seventh
- Hong Kong, ranked eighth
- Mexico, ranked tenth

14. Consider the three trade options of former prime minister Trudeau and the recently negotiated Free Trade Agreement. Does this mean that the option of reducing trade with the U.S. is no longer possible for Canada? Explain.

The option of reducing trade with the U.S. is still possible for Canada. In the future it would be possible to negotiate free trade agreements with other nations such as Japan.

The Free Trade Agreement with the U.S. will serve as an impetus to increase trade with the U.S. in the near future. However, this would seem to be temporarily, at least, removing the focus from the third option (increased Pacific Rim trade and less U.S. trade).

15. Canada is a trading nation. Do you think that Canada should increase its trade with nations of the Pacific Rim? Explain your views.

It is generally desirable to have many trading partners. If you rely too much on one trading partner, there is a danger of becoming too dependent on that country. Opponents of free trade fear that Canada could be ultimately absorbed by the U.S.

You may have another view. Can you support your answer?

Section 3: Follow-up Activities

Extra Help

1. Interdependence

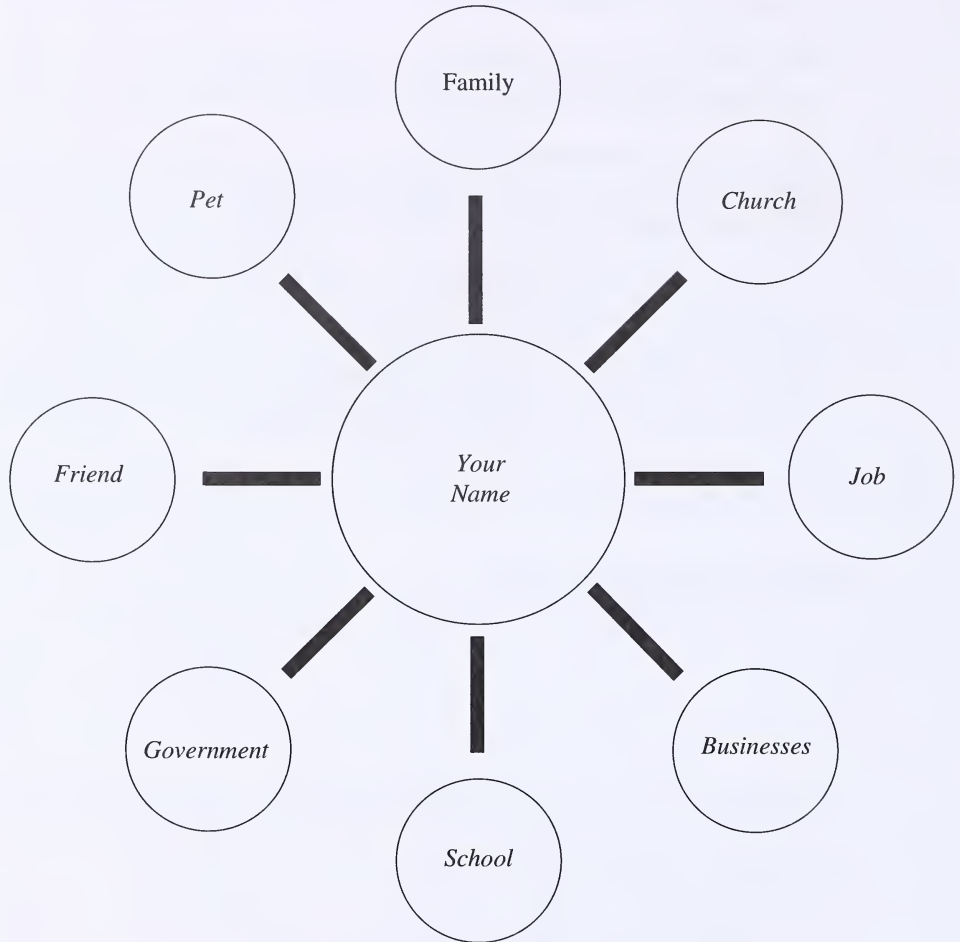
In today's world all people are dependent upon others to some degree. By analysing your own relationships, you can understand how international interdependence may evolve.

Complete the diagram *Personal Interdependent Relationships*:

- Place your name in the large circle in the centre.
- In the small circles place the name of any person, group, or thing that supplies a need of yours and/or has some need filled due to the relationship with you. You may discover that you may need more circles. What does this suggest?

Note that one example has been completed for you.

Responses given are examples only. Your answer may vary.



2. Human Connections

Every individual can trace personal global links with other people and places. You will be using this map to locate places which have personal significance to you. This should help you to further interpret the concept of interdependence on a personal level.

Directions: Using the map of the world, mark (with an **X**) the community in which you live. Now identify each of the following places with the appropriate letters. Link (connect by lines) each item you label.

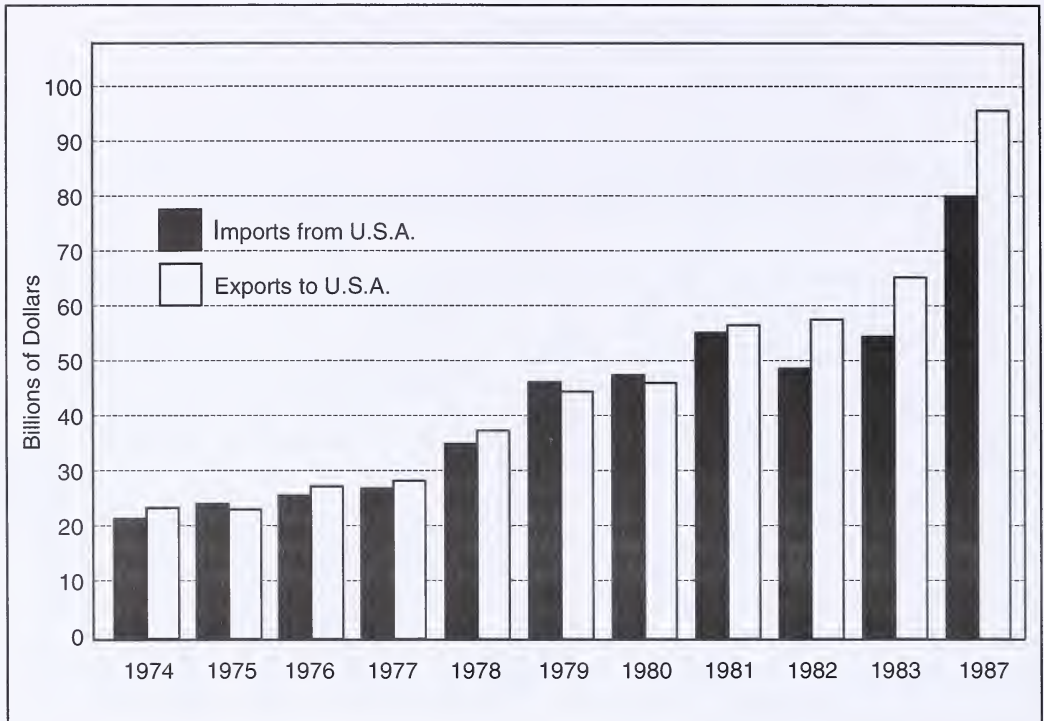
- a. country of origin of ancestors – maternal and paternal
- b. relatives living in another country
- c. holidays in another country
- d. relatives who have travelled or lived in another country
- e. country in which you were born
- f. a place you would like to see
- g. location of favourite non-Canadian product (e.g., music)
- h. country of origin of a friend's ancestors
- i. origin of favourite foods
- j. origin of your car or the family car
- k. current affairs, e.g., What countries are currently in the news?



Answers will vary. You should have labelled at least one country for each item. Did you discover that you have more global links than you thought you did?

3. Study the following graph.

Canada's Trade with the U.S.



a. Put an **X** beside the best answer. According to the graph, Canada

sells more products to the U.S.A.

buys more products from the U.S.A.

has a balanced trade with the U.S.A.

b. Why would an economic nationalist be concerned about this trade?

because Canada is too heavily dependent on one trading partner

Enrichment

- Based on the reading and any research you have done, complete this chart. The first country is done for you.

Summary Retrieval Chart: Suez Crisis, 1956

| Who was involved? | What themes or goals were they pursuing? | What factors influenced their decisions? | What methods did they choose to achieve their goals? |
|--------------------------|---|---|--|
| Egypt | <ul style="list-style-type: none"> • economic growth • sovereignty | <ul style="list-style-type: none"> • personal view of leaders • policies of other nations | <ul style="list-style-type: none"> • economic action • war |
| Israel | <ul style="list-style-type: none"> • <i>economic growth</i> • <i>social justice</i> | <ul style="list-style-type: none"> • <i>personal experiences</i> • <i>policies of other nations</i> | <ul style="list-style-type: none"> • <i>military intervention</i> • <i>war</i> |
| Britain | <ul style="list-style-type: none"> • <i>economic growth</i> | <ul style="list-style-type: none"> • <i>geography</i> | <ul style="list-style-type: none"> • <i>military intervention</i> |
| France | <ul style="list-style-type: none"> • <i>economic growth</i> | <ul style="list-style-type: none"> • <i>geography</i> | <ul style="list-style-type: none"> • <i>military intervention</i> |
| USSR | <ul style="list-style-type: none"> • <i>peace and security</i> | <ul style="list-style-type: none"> • <i>geography</i> • <i>power</i> | <ul style="list-style-type: none"> • <i>threat of war</i> |
| Canada | <ul style="list-style-type: none"> • <i>peace and security</i> | <ul style="list-style-type: none"> • <i>ideology</i> • <i>personal view of leaders</i> | <ul style="list-style-type: none"> • <i>diplomacy and negotiation</i> • <i>collective security</i> |

2. In a short paragraph describe how one nation's actions can affect others and how the consequences of these actions can lead to conflict or cooperation.

The easiest way to understand this is to focus on Egypt and Canada. Egypt's action of nationalizing the Suez Canal threatened the economic welfare of a number of nations. This action led to conflict which could possibly have escalated into a full-scale world war.

Canada on the other hand, carried out actions intended to seek or force a cooperative solution. They succeeded, and ultimately UN cooperation led to a peaceful solution.

3. Use the preceding chart and any research you have done to answer these questions.
- a. What is the issue being discussed?

There are a variety of possible issues in this case study:

- *Sovereignty issue: Should Canada interfere with the sovereignty of other nations?*
- *Peace and security issues: Should Canada do everything in its power to help maintain world peace and security?*

- b. What nations were involved?

The main nations involved in this crisis were Great Britain, Egypt, France, Israel, Canada, the USSR, and the U.S.A.

- c. What types of interaction – political, economic, or social were involved?

In this particular case study, all three types of interactions – political, economic, and social – were involved:

Political – Many nations were involved in the UN (collective security) action trying to come to some peaceful solution. Others were at war with each other and would claim that the goal of peace and security caused the interactions.

Economic – Many of the nations were interacting, based on their desire to create or protect their economic growth (i.e., Egypt to finance the Aswan Dam and Israel to maintain access to a critical trade link, the Suez Canal).

Social – Interactions attempting to promote good relations would be evident in the UN activities. Canada, for example, was seeking a peaceful solution in a tense situation.

- d. Was conflict involved in this issue? Explain your answer.

Conflict was involved in this crisis. Israel, supported by France and Great Britain, invaded Egypt. It was the conflict (warfare) that resulted which finally drew the United Nations into the crisis.

- e. Was cooperation involved in this issue? Support your answer.

Cooperation was also involved. The members of the UN cooperated to apply pressure on the combatants and to come up with a peaceful method of solving the problem. In the end, the combatants cooperated by agreeing to the use of UN peacekeeping forces.

Section 3 Assignment

In previous case studies, you have learned how to analyse Canadian foreign-policy decisions in many areas: peacekeeping, defence, foreign aid, investment, and trade. Demonstrate your understanding of foreign policy decision making by drafting a possible solution to the question of police repression in China.

To complete the assignment, begin by reading the following article.

Repression in China

In 1989 there was a great deal of unrest in China. The people wanted democratic reforms. It began with students but quickly spread to masses of workers. Hundreds of thousands of people were soon involved in demonstrations. The centre of protests became Tienanmen Square in Beijing, China's capital. As the protests drew international attention, the government became very embarrassed and the leaders, in their anger, turned the army on the peaceful demonstrators in the square. The army attacked these people brutally with tanks and machine guns, killing between 3000 and 5000 people.

If you were prime minister of Canada, what would you do? Keep in mind that the rules of diplomatic behavior say that nations do not comment about the internal affairs of another country.

Also, keep in mind that Canada has many trade contracts with China which have been increasing greatly each year. What should Canada do?

Prepare a set of notes for a memorandum to the Minister of External Affairs. The following are guidelines to clearly define the information required. Write your notes for each heading in complete sentences.

1. Identify and Describe the Issue

State what you feel the issue is and briefly describe what is involved.

This could be seen mainly as an issue of social justice, human rights, or sovereignty.

As the question involves human rights and social justice, the issue would be how Canada can help end the government repression and the violation of human rights in China.

This could also be an issue of national sovereignty. As an issue of sovereignty, the question would develop as to how much right Canada has to interfere in the internal affairs of another country.

2. Identify Canada's Goal

State what goal Canada is trying to achieve and briefly describe what is involved in the goal.

The Canadian goal would be to have human rights and basic freedoms respected in China.

3. Factors Influencing Goal Choice

State two factors that you feel influenced Canada's choice of goals and briefly describe how each influenced the decision.

Canadians value human rights, democratic rights, and life. The actions of the Chinese government violated the human rights, democratic rights, and the right to life of the protesting Chinese students. Other reasonable beliefs and values are acceptable.

4. Methods to be Used to Achieve the Goal

State what methods Canada should use to achieve its choice of goals and what would be involved in applying these methods.

Some methods that may be used include the following:

- *Economic action: boycotts, embargoes, sanctions
More aggressive actions are necessary, because China has ignored diplomatic attempts to change the policy of repression.*
- *Diplomacy and negotiation: This is an area of recognized strength for Canada which has often led to the role of mediator. Therefore, no matter what other methods Canada might use, it would likely continue efforts in this area.*
- *Other logical and reasonable methods may be mentioned.*

5. Rationale for the Foreign Policy

Make use of the material from the other questions and supply one or more logical reasons for pursuing the foreign policy you chose.

The police/military repression in China constitutes a major human rights violation. It is an affront to democratic ideology and basic human values and rights. Canada should neither support nor condone these violations. Canadians have a moral obligation to speak out and act against them. Lack of action could lead to further violence and continued repression in China.

Section 4: Acid Rain: A Foreign-Policy Issue

Key Concepts

- **global community**
- **national self-interest**
- **international relations**

This section introduces the students to a study of acid rain and a seven-step decision-making inquiry model. A number of issues arise from the content as students study the topic of acid rain. An issue is selected and used as an example to show students how to apply each of the seven steps in the decision-making model. The work done in this section will be needed by the students when they do the final module assignment.

Section 4: Activity 1

1. What is acid rain?

Acid rain is atmospheric acid caused by sulphur dioxide (SO_2) and nitrogen oxide (NO_x) emissions from industrial wastes being released into the atmosphere and falling as acid rain, snow, or fog.

2. What are the main sources of SO_2 and NO_x ?

The main sources of SO_2 emissions are coal-fired power generating stations. The sources of NO_x emissions are vehicles and fuel combustion.

3. Why are Canadians concerned about acid rain? What is acid rain doing to

- lakes and streams?

Aquatic life is depleting because of increased acidity.

- forests?

It brings about forest decline.

- buildings and monuments?

It erodes buildings and monuments.

- people's health?

It contributes to increased respiratory problems.

Acid rain is causing serious economic, social, and environmental problems.

4. List the major sources of the pollution-causing acid rain.

Major sources of acid rain include the following:

- *automobiles*
- *copper and nickel smelters*
- *coal-burning electrical generating stations*
- *iron-ore processing plants*

5. This question is based on the chart, *Annual Acid Rain Pollution in North America*.

- a. How much total pollution does Canada produce compared to the U.S.?

Canada produces 6.8 million tonnes per year; the U.S. produces 47.1 million tonnes.

- b. Not counting *iron ore processing* or *other* categories, there is only one category where Canada produces more pollutants than the U.S. Which one is it?

copper, nickel, and other non-ferrous smelters

6. Review the preceding charts and answer these questions.

- a. Which company is the single largest source of sulphur dioxide in the world?

Inco Ltd.; Coppercliff, Ontario, Canada

b. How many of Canada's most serious polluters come from

- Alberta? 1
- Manitoba? 2
- Ontario? 6
- Quebec? 1

7. Using the information given in the following chart, rank these provinces according to the amount of sulphur dioxide produced. The most serious polluter will be ranked number 1; the next, number 2 and so on.

| Province | 1980 (tonnes) | 1994 (objectives) | Rank |
|---------------|------------------|----------------------|----------|
| Manitoba | 738 000 | 550 000 | <u>3</u> |
| Ontario | 2 194 000 | 885 000 | <u>1</u> |
| Quebec | 1 085 000 | 600 000 | <u>2</u> |
| New Brunswick | 215 000 | 185 000 | <u>5</u> |
| P.E.I. | 6 000 | 5 000 | <u>7</u> |
| Nova Scotia | 219 000 | 204 000 | <u>4</u> |
| Newfoundland | 59 000 | 45 000 | <u>6</u> |
| Total | 4 516 000 | 2 474 000 | |

8. a. Where is the problem of acid rain most serious in Canada? Where is it most serious in the United States?

In Canada, acid rain poses its most serious problems in the areas of Southern Ontario and Southern Quebec. In the United States, it is most prevalent in the Northeastern states.

b. Which two provinces of Canada are most in danger of receiving acid rain from the United States?

Ontario and Quebec

- c. What is the location of the one major source of pollution in Alberta?

Fort McMurray

Section 4: Activity 2

1. Describe what happens to a lake as the pH falls from 5.5 to 4.6.

Snails and clams suffer. Frogs, crayfish, and water insects suffer next. Fish eggs do not hatch. Fish life is gone. People lose jobs, fishing is ruined, and the tourist industry suffers.

2. The forest industry is Canada's single largest industry, worth over \$23 billion per year. How much of a loss is expected by the year 2000 if nothing is done about acid rain?

There will be a 20 percent loss in the production of timber.

3. Acid rain gradually eats away at buildings and monuments.

- a. List some of the famous structures around the world that are in danger.

These are buildings in jeopardy:

- *the Acropolis in Athens, Greece*
- *the Colosseum in Rome, Italy*
- *the Taj Mahal in India*
- *the Lincoln Memorial in Washington, D.C.*

- b. What is the value of damage to buildings in the U.S.A. annually?

The annual damage to American buildings is about \$2 billion.

4. What do the studies show about the effect of acid rain on human health?

Acid rain contributes to many deaths every year in North America.

5. a. Which regions are the most severely affected by acid rain? Include both the most widespread acid rain and the highest concentrations.

Nova Scotia, New Brunswick, and Newfoundland have the most wide-spread acid rain. Ontario, Quebec, and the Eastern U.S. have the highest concentrations.

- b. Which industries in the Atlantic region appear to be most in danger because of acid rain?

The forest industry, crops, and inland salmon fishing are most affected.

- c. What are the effects of acid rain on Western Canada?

crop damage in the southern prairies; forest damage in British Columbia and the North; inland fisheries in B.C.

- d. Which effects of acid rain do you think are the most serious? Explain your answer.

Acid rain damage affects forests in all areas of Canada. Killing life in lakes and streams has wide-ranging effects as well. Food supplies and jobs are lost.

Your answers will vary. Can you support your views?

Section 4: Activity 3

1. Indicate the issue to be resolved and briefly explain in your own words what the issue means to you.

The issue is “Should Canada do more to control acid rain?” Your reaction to the issue is personal.

2. Identify a number of possible alternatives and write them down. At this point, do not decide which alternative you prefer. Simply write down ALL possible alternatives.

An example for a YES response would be as follows:

- *Canada should pass strict legislation controlling acid rain and heavily fine any industries that break the standards.*

An example for a NO response would be as follows:

- *If Canada insists on too many rigid pollution standards, industries will have to divert resources to solve pollution problems, thus losing profits.*

You should list as many alternatives as you can.

3. Decide on your plan for research and write it down.

Think about the suggestions mentioned in the instructions and write down possible research activities that are best suited to your particular circumstances.

4. Make a list of the times and ways that Canada has tried to reach an agreement with the U.S.A. regarding acid rain. After each year state the major outcome of the talks.

1980 – Canada and the U.S. agreed to continue to cooperate regarding acid rain research and to enforce existing laws about air pollution.

1980 – The Canadian government offered to cut SO_2 emissions by 50 percent if the U.S. would do the same.

1985 – Prime Minister Mulroney met with President Reagan in Quebec City. Each country would appoint a special representative to work together on acid rain.

1986 – Mulroney and Reagan met again. Representatives said that acid rain was a major problem.

1987 – The Canadian government criticized the lack of U.S. commitment to fighting the problem.

5. Why have the Americans resisted calls for an agreement to reduce acid rain?

Resistance occurs because of the huge cost of cleanup and because of political disputes.

6. After all the negotiations, was the U.S.A. prepared to do something substantial about acid rain in the 1988 budget?

No. The U.S. budget contained no funds to help control acid rain.

7. According to the Commons Sub-Committee report, is acid rain considered a major problem in Alberta? Support your answer.

At present, acid rain is not a major problem; but the potential for disaster is serious unless sulphur emissions are controlled. The Suncor plant at Fort McMurray is one of the ten largest SO_2 polluters in Canada.

8. a. Choose one of the following alternatives (check one):

_____ YES, Canada should do more to control acid rain.

_____ NO, Canada has already done enough to control acid rain.

Choose your alternative. Answers will be personal.

- b. After choosing your alternative, you are ready to defend your choice by writing a position paper on acid rain. This is where you will need to use all the information gathered so far to explain your position on the issue. For now, you should list all your arguments in point form. Later, in the final assignment, you will need to write a complete position paper on this issue. These notes will serve as a good organizer for your first draft.

Notes to support my position on the issue –

Your answer will be personal. You should list as many possible logical reasons for your choice as possible. Some suggestions might include:

- *No, Canada has already done more than its share.*
- *Yes, this serious problem is only getting worse.*
- *Yes, Canada has the world's single worst polluter (Inco at Sudbury).*

9. Do you plan to take any action? If yes, describe your plan of action.

Your plan of action should be adequately explained if taking action was your choice.

10. If you did take action, write down your evaluation of how well you thought it went. Did you get results? If you were to do this again, what would you do differently? (If you did not take any action, go to the next question.)

Your evaluation should be clearly expressed.

11. After thinking about how you went through all seven steps of this decision-making model, write down your comments about any or all the steps. For example, were there additional alternatives that you should have explored?

Additional alternatives could include the following:

- *Did you gather enough information?*
- *Did you get any interviews or personal comments from officials?*
- *Was your action plan adequate?*

Section 4: Follow-up Activities

Extra Help

1. In this activity you will review all the steps of the decision-making model of inquiry. You will recall that the model has seven steps:

Step 1: Identify an issue

Step 2: Identify possible alternatives

Step 3: Devise a plan for research

Step 4: Gather, organize, and interpret information

Step 5: Evaluate the alternatives

Step 6: Plan or take action if feasible or desirable

Step 7: Evaluate the action plan and decision-making process

Your topic is **acid rain**.

a.



Step 1: Identify an issue

Write down the issue that you studied.

b.



Step 2: Identify possible alternatives

Identify two possible ways to resolve this issue.

c.



Step 3: Devise a plan for research

State your plan for research in point form. Are you going to use given information, use the library, or interview people?

d.



**Step 4:
Gather, organize, and interpret
information**

List some of the major sources found in this section of information about acid rain. The first source is done for you.

Acid Rain: The Facts, a pamphlet from Environment Canada

e.



**Step 5:
Evaluate the alternatives**

Which alternative did you choose? Name this alternative and briefly explain why you made this choice over the others. Make your explanation in point form.

f.



**Step 6:
Plan or take action if feasible or
desirable**

Did you decide to take action on this issue? If the answer is yes, briefly outline what you decided to do (e.g., write letters, phone, or use public transport).

- g. Finally, Step 7 asks you to look back over the whole process of dealing with this issue and deciding if there are ways to improve what was done.



**Step 7:
Evaluate the action plan and decision-
making process**

After your evaluation list anything that you would change or do differently if you were to research a topic like acid rain.

a. – g. Your answer for the entire question will depend upon your own experience. This question serves as a review.

2. For each of the following statements determine whether they are T (true) or F(false).

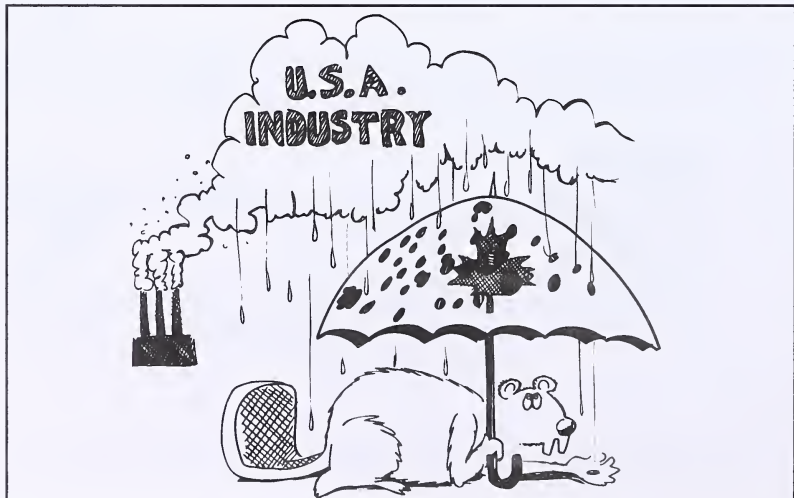
- F a. Acid rain is caused mainly by sodium chloride (NaCl).
- F b. Over 90% of Canada is affected by acid rain.
- F c. Once the problem was identified, both the American and Canadian governments took rapid steps to stop acid rain.
- T d. Automobiles are one of the main sources of acid rain.
- F e. 85% of North America's acid rain comes from the U.S.
- F f. The province that suffers most from acid rain is B.C.
- F g. Acid rain has little effect on good farmland.

Enrichment

1. Write a poem that expresses your feelings about the issue of acid rain.

Your poem is a personal expression of your feelings.

2. Draw a cartoon that expresses your feelings about the issue. Here is one cartoon someone else drew. Add a caption that will express your own views to this cartoon.



“Dumped on Again!” may be an appropriate caption for the cartoon. Many other answers are possible.

Were you able to draw an interesting cartoon? You might wish to share your drawing with friends or family.

Section 4 Assignment

There is no assignment for this section.

Final Module Assignment

1. The major goals of a foreign policy have been identified as the following:

- social justice
- economic growth
- peace and security
- quality of life
- safe environment
- sovereignty

Read each of the following actions and identify the goal which **best** answers the question or completes the statement. Enter your answer in the space provided on the response page.

a. Iraq invaded Kuwait. Canada imposed economic sanctions on Iraq. This policy is an example of which of Canada’s foreign policy goals?

peace and security

b. Canada placed economic sanctions on South Africa, because of the South African policy of apartheid. This policy is an example of which of Canada’s foreign policy goals?

social justice

c. The extension of Canadian territorial waters to 320 kilometres is an example of which of the goals of Canadian foreign policy?

economic growth

d. The efforts Canada has made to get the U.S. to reduce the emissions of pollutants that cause acid rain is an example of which of the major goals of Canadian foreign policy?

safe environment

- e. Canada's membership in NATO has been mainly an attempt to reach which of the major goals of its foreign policy?

peace and security

2. Do **either** Part A **or** Part B. The final copy of either assignment should be about two pages long.

Part A

In Section 4 of this module you worked on the topic of acid rain and resolved the issue "Should Canada do more to control acid rain?" You used a seven-step, decision-making model to help you make a decision on the issue. Your assignment is to review the work you did on this issue and write a position paper. Include comments that show your understanding of the goals and methods of foreign policy and Canada's sovereignty.

Your position paper must contain the following parts:

- **Introduction** (Explanation of the issue): Give your paper a title. In the first paragraph explain in your own words what this issue means to you.
- **Body** (Development of a position and description of examples): List at least two alternatives to the issue and explain each in a short paragraph. Following that, explain in your own words what this issue means to you.
- **Conclusion:** Re-state your position on the issue and write a few sentences that summarize the main arguments used in the body of the paper.

The student will need to use the steps and information from the activities in Section 4 in order to write this paper. For example, the student should use the information from Activity 3 to explain the issue as required in the introduction. In the body of the paper, the student should refer to work done in Activity 3 and Extra Help. The conclusion of the paper will simply summarize the main arguments presented in the paper.

Part B

In Section 4 of this module you worked on the issue of acid rain. Here is your chance to do something about it! Assume the role of Canada's Minister of External Affairs and write a letter to the President of the United States expressing Canada's concerns as well as suggestions for action. Include information on the following:

- the extent of the problem
- why Canada is concerned
- how this is an issue of foreign policy
- the methods that might be used to solve it

Note: This is a module assignment, and thus should reflect an awareness of the material throughout the Module. Be sure to develop a clear presentation, with background information, proposals for the future, and a stance that shows Canada's desire to protect its sovereignty.

The letter may take many forms, but it must include some of the following:

- *background information on acid rain*
 - *definition of the problem*
 - *causes and effects*
 - *discussion of U.S. as prime dispenser of acid rain*
- *an explanation of Canada's concern*
 - *physical and environmental destruction*
 - *need for coordinated action*
- *awareness of foreign policy*
 - *how Canada's sovereignty is affected*
 - *which goals of foreign policy are being implemented*
 - *which methods are proposed (probably negotiation)*
- *proposals*
 - *Students should come up with a clear proposal for the future which takes into account needs of both sides.*

Do not accept simplistic answers that are unrealistic. Students must be aware of the political realities and difficulties.



LEARNING FACILITATOR'S MANUAL

SOCIAL STUDIES 10

M O D U L E 3

IDENTITY

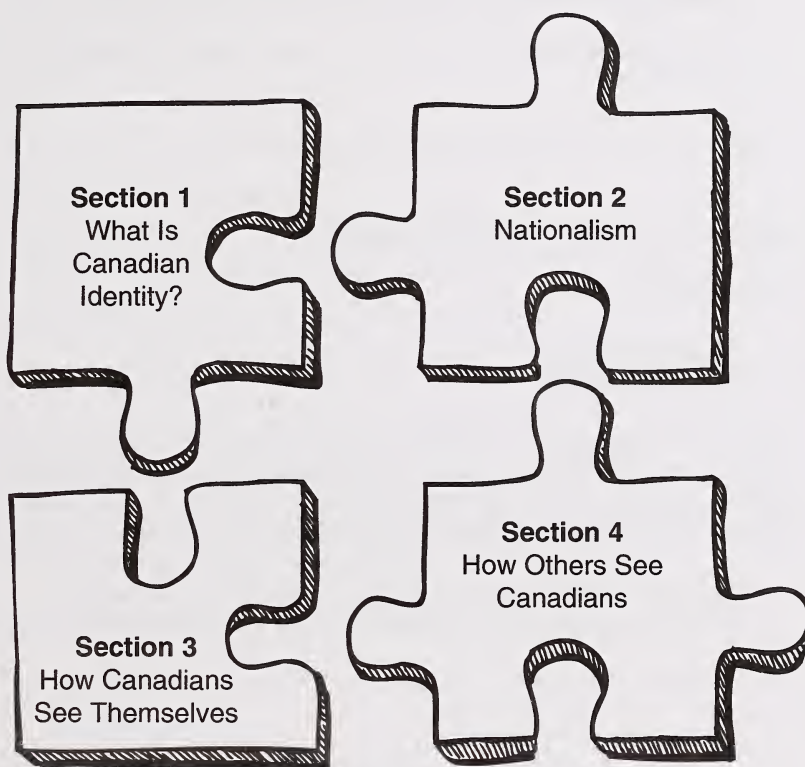


Cover Photo: WESTFILE INC.

Module 3: Identity – Overview

Canada has developed a unique culture. This module has been designed to examine the nature of the Canadian identity from the perspective of nationalism, how Canadians see themselves, and how others see Canadians.

IDENTITY



Evaluation

The evaluation of this module will be based on four assignments:

| | |
|--------------------------------|-------------------|
| Section 2 Assignment | 30% |
| Section 3 Assignment | 30% |
| Section 4 Assignment | 25% |
| Final Module Assignment | <u>15%</u> |

| | |
|--------------|-------------|
| TOTAL | 100% |
|--------------|-------------|

Please Note:

There are alternate activities based on video programs that you may wish your students to do. The videos are all in the ACCESS Network Canada series of programs.

- Enrichment in Section 1 is based on the video *Identity Canada* (14 1/2 min.).
- Enrichment in Section 3 is based on *Multiculturalism* (20 min.).
- Enrichment in Section 4 is based on *Canada's Relationship with the Rest of the World* (14 1/2 min.).

If you plan to use any of them you may want to order now.

Section 1: What Is Canadian Identity?**Key Concepts**

- **Canadian identity**
- **Canadian symbols**

This section of the module will begin by examining individual identity, group identity, and eventually Canadian identity. The general features of Canadian identity will be presented. Students should acquire an understanding of the effects of symbols, sports, and culture on the development of identity. Students will receive an introduction to the skill of concept- or mind-mapping.

- Students should recognize the qualities that define being Canadian.
- There will be discussion of some of the main symbols that relate to Canada.

Section 1: Activity 1

1. List four factors that can make up a personal identity.

Answers such as the following are acceptable. Other ideas of your own choice are acceptable.

- *your family*
- *where you live*
- *physical characteristics*
- *your ambitions*
- *your likes*
- *dislikes*
- *beliefs*

2. Where is Canada located geographically?

Canada's location is in the northern hemisphere, in the northern part of North America.

3. What are some distinguishing physical features of Canada?

Physical features of Canada include interior plains, prairies, lowlands, tundra, mountains, and foothills.

4. What resources is Canada noted for having?

Canada has the following resources: hydroelectric power, copper, iron-ore, nickel, forest products, petroleum, natural gas, and agriculture.

5. Name some Canadian industries.

Industries include manufacturing (food and beverages, transportation equipment), pulp and paper, and fisheries.

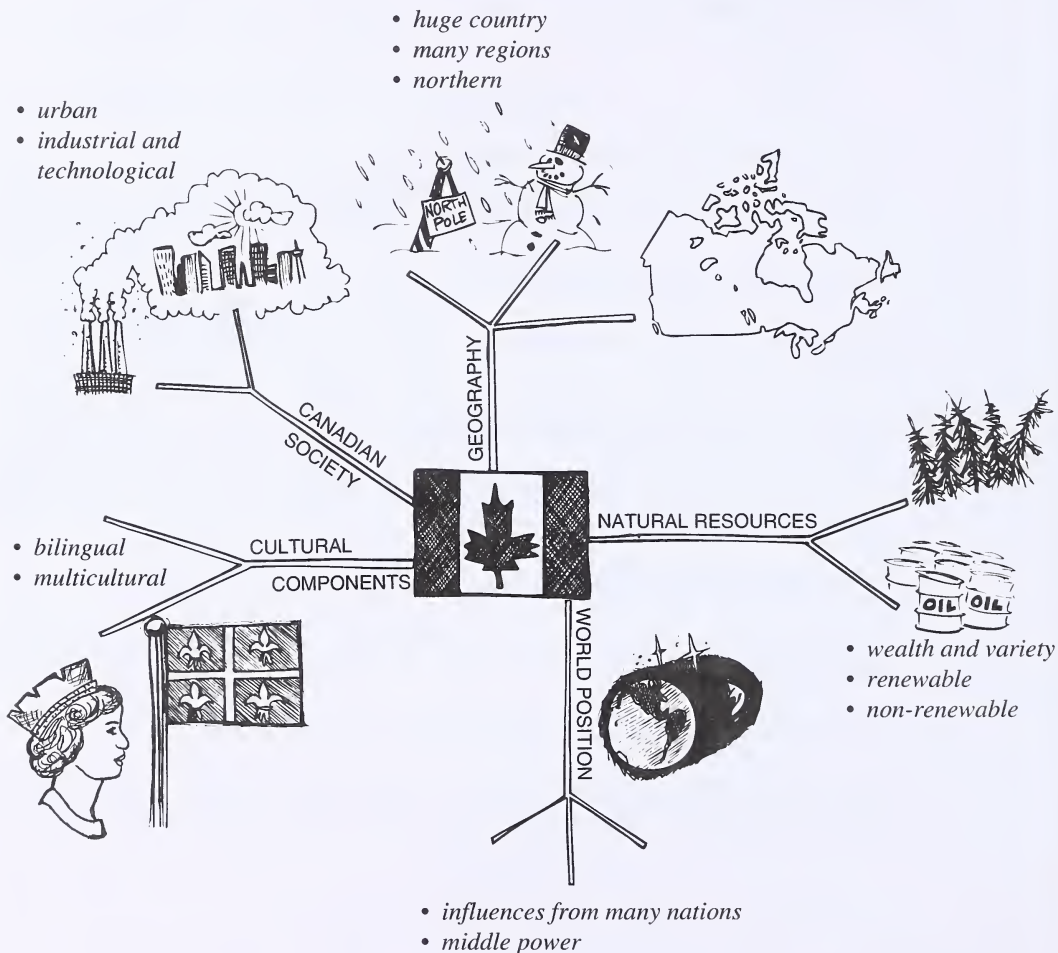
6. What ethnic groups come to mind when describing the Canadian population?

Some ethnic groups are: English, French, German, Italian, Ukrainian, Dutch, Native, Japanese, Chinese, and East Indian. You may be able to name several more or different groups.

7. Now concept-map the information found in the previous article *Key Features of the Canadian Identity*.

The main ideas have been placed on the mind-map. You need to add the supporting details. Some of the pictures will act as clues for you, but feel free to add your own pictures as well.

Key Features Of The Canadian Identity



Other responses for all of these questions are also accepted.

Teaching Suggestions

Students could create a poster showing elements of Canadiana. Their poster or collage should show features that they might identify with Canada.

Have students, individually or in a group, brainstorm and try to think of other symbols of Canada. They could draw these or find pictures and put them on a poster.

Section 1: Activity 2

1. The different national flags and symbols in the coat of arms indicate that Canada's identity is derived mainly from which nations?

Canada's identity is derived primarily from Britain, France, Scotland, and Ireland.

2. What do the three maple leaves indicate?

They represent the origins of Canadians.

Section 1: Activity 3

1. Identify the speaker that is of the opinion that the U.S. culturally dominates Canada.

Speaker Y

2. Which speaker would support the position that many countries have their own culture changed by U.S. influences?

Speaker Z

3. This speaker would most disagree with this statement: Both countries cherish their history, literature, institutions, and symbols.

Speaker Y

4. Which speaker would support a government program to promote the Canadian film industry?

Speaker X

5. Which speaker would agree that Canada's culture has been influenced to some degree by the U.S.?

Speaker Z

6. How does Gordon Lightfoot describe Canada? List some of the key words and phrases he uses.

Some of the key phrases Lightfoot uses are the following:

- *wild majestic mountains*
- *green dark forests*
- *blue Rockies*

7. In what ways does Lightfoot capture the historical significance to Canada of the building of the railroad?

Lightfoot says, "Open her heart; let the lifeblood flow Now the song of the future has been sung." He felt that the railway was the start of Canada's future; it opened up the land.

8. These are attributes, according to Lightfoot, that the nation should receive while developing an identity:

- majesty of the land
- pride in the people
- resource wealth of Canada
- national sacrifice and diligence
- a bright future

Read the following quotations from Lightfoot's song. Name the appropriate attribute to each quotation.

- a. On the mountain tops we stand, All the world at our command

the future is bright

- b. Open her heart; let the lifeblood flow

resource wealth of Canada

- c. Behind the blue Rockies the sun is declining

the majesty of the land

- d. We are the plow-boys who work upon the railway. Swingin' our hammers in the bright blazin' sun

pride in the people

- e. We have opened up the soil with our tear-drops and our toil

national sacrifice and diligence

- f. Built the mines, mills, and factories for the good of us all.

a bright future

- g. When the green dark forest was too silent to be real.

majesty of the land, resource wealth

9. All three speakers are of the opinion that
- A. Canadians enjoy sports but should participate more.
 - B. Canadians enjoy sports and should take pride in their athletes.
 - C. Canadians should enjoy sports and should participate more.
 - D. Canadians should enjoy sports and should take pride in their athletes.
10. Which of the three speakers agree that sports is an important component of Canada's identity but would argue that certain sports are more important than others?
- A. Speaker X
 - B. Speaker X and Y
 - C. Speaker X, Y, Z
 - D. None of the speakers
11. Which of the speakers has the opinion that, for the most part, Canadians tend to be unemotional about the feelings they have for Canada?
- A. Speaker X
 - B. Speaker Y
 - C. Speaker Z
 - D. None of the speakers
12. Which of the following statements would Speaker X most likely support?
- A. Canadians now change sports to match the season.
 - B. Canadians enjoy hockey, but baseball is now a close second.
 - C. Canadians enjoy hockey so much they now exclude other sports.
 - D. Canadians diversify their sports interests except in winter.

13. Which of the following would be the only statement that is derived from the statements of the three speakers that is at least partially reflective of them all?
- A. Hockey and curling are the only true Canadian sports.
 - B. International recognition and national unity result by being involved in sports.
 - C. Sports broadcasts allow all people to participate.
 - D. Team spirit is promoted through sports.

14. The following chart lists several sporting and cultural achievements that Canadians have attained. Check appropriate boxes to show your understanding of the impact of such accomplishments.

| Achievement | Unifying force for Canada | Promotes international image | Promotes loyalty for | | |
|---|---------------------------|------------------------------|----------------------|--------|---------|
| | | | city | region | country |
| Kerrin Lee-Gartner wins Olympic medal in downhill skiing. | ✓ | ✓ | | | ✓ |
| Calgary runs the best-organized winter Olympics ever, so says head of the Olympics. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Percy Williams of Canada is the only Canadian to win two gold medals in running at the Olympics. | ✓ | ✓ | | | ✓ |
| Edmonton Eskimos win their fifth Grey Cup in a row. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Montreal Canadiens set a league record for the most wins in one season. | ✓ | | ✓ | | |
| Canada Summer Games bring thousands of young Canadian athletes from all across the nation together in a spirit of friendly competition. | ✓ | | | ✓ | ✓ |
| The National Ballet completes a successful tour of Russia. | ✓ | ✓ | | | ✓ |
| Farley Mowat, famous Canadian writer, was denied access to the United States because of things he wrote about that country. | ✓ | | | | ✓ |
| The Canadian Broadcasting Corporation (CBC) announces its plan to be totally Canadian in programming content. | ✓ | | | | ✓ |
| A Canadian film wins an Academy Award. | ✓ | ✓ | | | ✓ |

15. Briefly describe how you think cultural, artistic, and sporting accomplishments add to the Canadian identity. Give specific examples.

Answers will be personal. Were you able to think of specific examples to support your opinion?

Section 1: Follow-up Activities

Extra Help

Teaching Suggestions

Have students think of other songs (in addition to *Canadian Railway Trilogy*) that mention or refer to elements of Canada's identity or past.

1. In the reading *Key Features of the Canadian Identity* presented early in this section, five main features are mentioned. List the five features.

The five features of Canadian identity include these:

- *geography*
- *natural resources*
- *our society*
- *cultural component*
- *world position*

2. National identity has been described as those characteristics and traits that people recognize as distinctive of that country and that may be considered a source of pride. If you were visiting a foreign country and were asked to show a few objects or pictures of objects that reflected Canadian identity, which two items would you choose? Why?

Answers will vary widely. Have you supported your two choices?

3. Canadian athletes were successful competitors at the 1992 summer Olympics at Barcelona, Spain. How did their accomplishments affect Canadian identity? Answer in a short paragraph or poem.

Answers will vary. Are Olympic accomplishments a matter of pride to Canadian identity? Did you try to express your feelings in a poem?

Enrichment

Do **either** Part A **or** Part B. Part A involves a video and Part B is a print alternative. If you have access to the Canada Series video, *Identity Canada*, do Part A. If not, do part B.

Part A

The following chart presents a number of impressions from the video. Give your reactions to the statements by placing a check (✓) to indicate the following:

- Does the statement help to define or describe something special about Canada's identity? (Check yes or no.)
- Does the statement have any importance in promoting Canada's identity? (Check yes or no.)

Answers will vary according to your personal impressions.

Your responses will depend upon how you see the identity of this country. By thinking of these statements you may develop a clearer mental picture of what Canada is all about.

| Defines Identity? | | Important | | Statement |
|-------------------|----|-----------|----|--|
| Yes | No | Yes | No | |
| | | | | National identity is defined by laws and political structure. |
| | | | | National identity depends upon and changes with foreign policy. |
| | | | | Culture is defined through history and language roots. |
| | | | | Canada is democratic and people have individual freedoms. |
| | | | | Many people and many ethnic groups are blended together. |
| | | | | Political and economic choices are available to all. |
| | | | | Canadians believe in and practise multiculturalism. |
| | | | | Multiculturalism means that a lot of different people get along well together. |
| | | | | Canada is too spread out; people are too separated. |
| | | | | The country is too big. |
| | | | | Nature dominates Canadian life. |
| | | | | There is lots of space and Canadians are not crowded. |
| | | | | People think more of their own regions than the country as a whole. |
| | | | | It is a compassionate country; Canadians care for the less fortunate. |
| | | | | Canadians believe that individual security through social programs is desirable. |
| | | | | The weather is often rotten. |
| | | | | Canadians are friendly and helpful. |
| | | | | There is corruption in Canadian politics. |
| | | | | The environment is relatively unspoiled. |
| | | | | Canadian lifestyle is fairly relaxed. |
| | | | | Canadian drivers are more polite than those in the U.S. |
| | | | | Canadian culture shows European influences. |
| | | | | Canadians are less aggressive and less patriotic than the Americans. |
| | | | | Canadians are less aggressive and less patriotic because the U.S. was born out of war and Canada out of negotiation. |
| | | | | "Right across the country, we were so excited when we were united. We formed a nation through Confederation." |

Part B

1. To what parts of Canada's identity is the poet referring?

Climate is an important force in producing a distinctive identity.

2. Write a description or draw a picture in response to the question, "What is a Canadian?"

Your answer will be personal. One suggestion is that a Canadian is a person who spends a tremendous amount of time and effort in trying to cope with a harsh environment.

If you have drawn a picture, have you included elements that would help identify the person as Canadian?

3. Suggest some basic goals and beliefs that you think are shared by Canadians.

Answers will vary and be personal. Some goals or beliefs that might be commonly shared by Canadians could include the following:

- *coping with a cold, snowy climate*
- *a wish to escape to warm weather*

Section 1 Assignment

There is no assignment for this section.

Section 2: Nationalism

Key Concepts

- **nationalism**
- **nationalism evolves**

History and geography have influenced nationalism. Canada's physical size has contributed to various regional identities.

- Students will see that Canadian nationalism has developed from the country's history and geography.
- A study will be made as to how identity varies in the various regions of Canada.

Section 2: Activity 1

1. In attempting to explain Canada's identity, the author uses a number of key words and terms. Using the understanding you developed by reading the article, define the following terms in your own words. If you are having difficulties, refer to a dictionary to see how your understanding of the term compares with the dictionary's definition.

- melting pot: *a country in which immigrants of various racial and cultural backgrounds are assimilated*
- fruitcake (More frequently this is referred to as the Canadian mosaic. Look up the definition of mosaic.): *made up of numerous unique cultures*

2. a. In your own words explain the meaning of the term "evolution."

Evolution is development or growth in small, gradual stages.

- b. The author claims that Canada's identity has developed through an evolutionary process. Refer directly to the article and quote the passage where the author justifies (explains) this position.

The section to be quoted is

"The evolution of a Canadian identity revolved around the attempt to form a unique civilization in a harsh environment which was European in origin yet North American in development."

3. List what you consider to be the three unique characteristics of Canada's identity as explained in the article.

Suggestions are the following:

- *evolutionary development*
- *two founding nations*
- *determination not to be American*
- *geography*
- *loyalty to an idea*
- *respect for laws and institutions*
- *a unique system of government*

4. What effect has geographic isolation had on the development of a unified Canadian identity?

The effects of geographic isolation include the following:

- *development of strong regional loyalties*
- *hindered development of a unified Canadian identity*

5. The three illustrations show the relationships of Canada, Britain, and the U.S. and how they have changed over the years. For each of the following quotations, indicate the time period which corresponds to the statement.

- a. “Canadian and American cultures are the same as two look-alikes in a family. The outsider sees no differences; only family members can distinguish the special features of each one.”

1946 to present

- b. “A British Subject I was born and a British Subject I will die!”

1867 to 1920

- c. “Canada’s dilemma is whether ties should be maintained with Britain or whether ties should be increased with America.”

1920 to 1945

6. Each of the illustrations has a time period given with it. Think of a suitable caption for each illustration and present your ideas next to the appropriate time period.

- a. 1867 to 1920

- b. 1920 to 1945

- c. 1946 to present

You can provide a variety of titles appropriate to the influences experienced by Canada during each time interval.

7. If there were another sketch for the year 2000, describe what it might look like.

Sketches could have some of the following details:

- *Canada might be part of the United States.*
- *Canada might have new alliances with Europe or Pacific Rim countries.*
- *Canada may be isolated and independent.*

Section 2: Activity 2

1. During the 1920s and 1930s, Canada became a more multicultural nation. To what does the term “multicultural” refer? (You will learn more about the term in Section 3.)

There are two basic ways that you can answer this question. First, try to determine the meaning of multicultural from the context in which it is used in the article. If this approach does not work or you are not certain of your answer, then use a dictionary. You may find that the dictionary does not have a definition for the term. It may be necessary to break it into its component parts. First, look up the definition of the word “culture” or “cultural”; next, look up the definition of “multi”. Now you can work out a definition of the term that specifically applies to Canada by using the dictionary definition and applying it to the pertinent section of the text.

Multicultural: A term that refers to the fact that thousands of non-British and non-French immigrants to Canada have maintained many of the cultural traditions from their homelands.

2. What three countries discussed in the article have had the most influence on the development of Canada’s identity?

These are the three countries discussed in the article:

- *Britain*
- *France*
- *United States*

3. List a few symbols that are distinctly Canadian. Check back to Section 1 if you require help.

A few suggestions are the following:

- *maple leaf flag*
- *O Canada*
- *beaver*
- *birch bark canoes*
- *RCMP*

4. You have just read a number of news reports covering a wide range of topics over many years. Perhaps some of the items can be grouped together because they are related in some way.

- a. Give an example of two or more Canadian stories that are related (give titles).
- b. Why can these stories be grouped together (relate similarities)?

The following are possible answers:

- a. *Victory at Vimy, Dieppe Slaughter, War Time Precautions, A New War?*
- b. *war stories*

- a. *Excitement on Ice, We Won!*
 - b. *hockey stories*
 - a. *Finding New Friends, Economic Barricades, Free Trade: A Hot Topic!*
 - b. *economics and trade*
 - a. *The War from Within, Quebeckers Make the Choice*
 - b. *Quebec Stories*
 - a. *Middle East Madness, Canadian Know-How Goes Far, We Welcome the World, Happy 100th Birthday*
 - b. *international recognition*
5. Which news story did you like best? Why? How does it contribute to the Canadian identity?
A variety of answers are acceptable. Give reasons for your answer.
6. a. Give the title of a news story that involves the negative side of nationalism in some way.
- b. Explain what negative aspect is involved.
- a. *Victory at Vimy Ridge, Dieppe Slaughter, A New War, The War from Within*
 - b. *conflict, death, destruction*
 - a. *Wartime Precautions*
 - b. *mistreatment of minorities*
7. a. Many of the news stories report both opinions and facts. Give the title of such a story.
- b. What facts are given? Give specific information from the article.
- c. What opinions are given? (Look for words that generate emotional responses.)
- a. *Wartime Precautions*
 - b. *Japanese people were interned in the interior of B.C.*
 - c. *Japan aggressively entered the war.*

- a. *We Welcome the World*
- b. *Calgary hosted the 1988 Winter Olympics.*
- c. *Calgary was the greatest host of the winter games.*

Note: Other examples may be accepted as well.

Section 2: Activity 3

1. Fill in the following chart, based on the descriptions of the preceding regions. For each, list some of their major strengths or assets, as well as their weaknesses or problems. The first one has been done for you.

| Region | Strengths or Assets | Weaknesses or Problems |
|-----------------|---|---|
| Atlantic | <ul style="list-style-type: none"> • long history • scenic • farming and fishing • oil | <ul style="list-style-type: none"> • unfairly treated • high unemployment • poor transportation • neglected by Canada |
| Central | <ul style="list-style-type: none"> • <i>half of Canada's population</i> • <i>large industry</i> • <i>heavy population</i> • <i>good transportation</i> • <i>many raw materials</i> | <ul style="list-style-type: none"> • <i>pollution</i> • <i>chemicals</i> • <i>jealousy of other regions</i> |
| West | <ul style="list-style-type: none"> • <i>multicultural</i> • <i>good agriculture</i> • <i>oil and gas</i> | <ul style="list-style-type: none"> • <i>high transport costs</i> • <i>need more diversity in economy</i> • <i>more money needed for development</i> |
| North | <ul style="list-style-type: none"> • <i>fishing and trapping</i> • <i>resources</i> | <ul style="list-style-type: none"> • <i>cold and remote</i> • <i>fragile environment</i> • <i>high cost of living</i> • <i>subsidies needed</i> |

2. a. Which one of Canada's regions previously described do you think has the strongest sense of identity?

Any region is acceptable.

- b. List at least four reasons to support your opinion.

Give good reasons.

3. Which of the factors listed previously most directly helps to explain each of the following statements? Choose the **best** factor for each statement (factors will be used more than once).

The first one has been done for you.

| Factor | Statement |
|--|---|
| Ethnic | Quebec is made up of a predominantly French-speaking population. |
| <i>Demographic, political</i> | Of the current 295 seats in the House of Commons, Ontario has 99 and Quebec has 75; therefore, to win an election you must have the support of Central Canada. |
| <i>Historic, Geographic</i> | Westerners have developed a unique culture based on a melding of various ethnic, linguistic, and cultural traditions. |
| <i>Economic, Political</i> | Most manufacturing in Canada is in Ontario and Quebec. These industries have traditionally been protected from foreign competition by tariffs (taxes) imposed on cheaper imported goods. This situation has resulted in higher prices on important commodities such as farm tractors. |
| <i>Demographic</i> | Approximately 1 out of every 2 Canadians lives in Central Canada (Quebec and Ontario). |
| <i>Geographic, Economic, Political</i> | Unfair freight rates and long distances to transport goods from producer to consumer have resulted in higher prices in some regions. |
| <i>Historic, Ethnic</i> | Ontario was settled in large numbers by British loyalists who wanted to control Canada and assimilate the French-Canadians in Quebec. |
| <i>Geographic, Economic</i> | A wheat farmer in Saskatchewan has more in common with a wheat farmer in the United States than he would with a lobster fisherman in Nova Scotia. |
| <i>Geographic</i> | Canada is divided by major geographic obstacles like the Canadian Shield and the Rockies. These seem to magnify the size of the nation, enhance the feeling of isolation and alienation, and promote regional identification and loyalties. |
| <i>Historic</i> | Throughout its long history, the Grey Cup game has provided a healthy outlet for east versus west rivalries and has served to act as a unifying force in Canada. |

4. Now sort the headlines into the categories which best describe them in the chart. You will put more than one headline in most boxes. An example has been done for you.

| Factor in Regional Identity | Headline |
|-----------------------------|---|
| Historic | <ul style="list-style-type: none"> • <i>Calgary Welcomes the World ...</i> |
| Demographic | <ul style="list-style-type: none"> • <i>Westerners Move East ...</i> • <i>Liberals Lose Election ...</i> |
| Political | <ul style="list-style-type: none"> • <i>Liberals Lose Election ...</i> • <i>Provinces Agree on ...</i> • <i>Alberta Opposes Energy Policy ...</i> |
| Economic | <ul style="list-style-type: none"> • <i>Westerners Move East to Find Jobs</i> • <i>Drought Threatens Crop Disaster for Prairies</i> • <i>Maritime Fishermen Demand ...</i> • <i>Prairies Feel Alienated ...</i> • <i>Alberta Opposes Energy Policy ...</i> |
| Ethnic | <ul style="list-style-type: none"> • <i>Quebec Opposes Language Section ...</i> • <i>Liberals Lose Election ...</i> |
| Geographic | <ul style="list-style-type: none"> • <i>Drought Threatens Crop Disaster ...</i> • <i>B.C. Cut Off ...</i> |

5. Read Mr. Sinclair’s quotation again carefully. It has to do with the nations which influenced the development of Canadian identity.

For each of the following generalizations, determine whether they are supported by the quotation or unsupported. If you believe the statement is supported by the quotation, indicate this by placing an S in the space provided. If you believe the statement is unsupported, place a U in the space provided.

 S a. Canada has been influenced in its development by Britain, France, and the U.S.A.

- S b. Canadians have the ability to draw the wrong qualities out of the wrong people.
- U c. Canadians have not yet developed a distinct identity.
- U d. The trouble with Canadians is that they are always analysing their identity to make certain they are different.
6. Which of the following statements does the author discuss as being essential to the notion of being Canadian? Circle the **best** answer.
- (A) Canada is a very diverse nation, but this can be both a blessing and a curse.
- B. As a nation, Canadians have habitually made the wrong decisions about their identity.
- (C) People must be careful and make those choices which will best serve to develop their qualities as Canadians.
- D. Those attributes that Canadians have received from Britain, France, and the United States are essentially unimportant.
7. Name the three countries which the author claims have influenced Canadian identity. Beside each, list one specific item which reflects this influence.

The three countries which influenced Canadian identity are the following:

- *Britain*
- *France*
- *U.S.A.*

Examples of specific items will vary. Possible items may include the following:

- *Britain – government system, English language, the Monarchy*
- *France – Quebec society, Canada is bilingual, French language TV station*
- *U.S.A. – television programs, clothing styles, hockey teams in NHL*

Section 2: Follow-up Activities

Extra Help

1. Give the title of a news article from Activity 2 that matches each of these identity statements.
- a. Canada has a distinctive English/French orientation.
- Quebeckers Make the Choice*
- b. Canada has technological expertise.
- Canadian Know-How Goes Far*

- c. Canada reaches out to other countries of the world.
We Welcome the World; Happy 100th Birthday
- d. Canadian soldiers are brave and patriotic.
Victory at Vimy Ridge; Dieppe Slaughter
- e. Canada is cautious of the American influence.
CRTC Gets Tough; Finding New Friends; Free Trade: A Hot Topic; Economic Barricades
- f. Canada has a strong hockey tradition.
Excitement on Ice; We Won!
- g. Canadians are interested in sports.
Excitement on Ice; We Won!; We Welcome the World
- h. Canadians are willing to help those in need.
Middle East Madness; A New War?; Dieppe Slaughter; Victory at Vimy
2. Canada had a choice of following the American system of government or keeping British traditions. What alternative did Canada choose? Explain your response. (Review the article *Canadians Are Not Americans*.)

Canada decided to remain with British political institutions and to keep the reigning British monarch as the head of the new country.

Enrichment

1. Explain in a few sentences why evolutionary development has been beneficial for Canada.

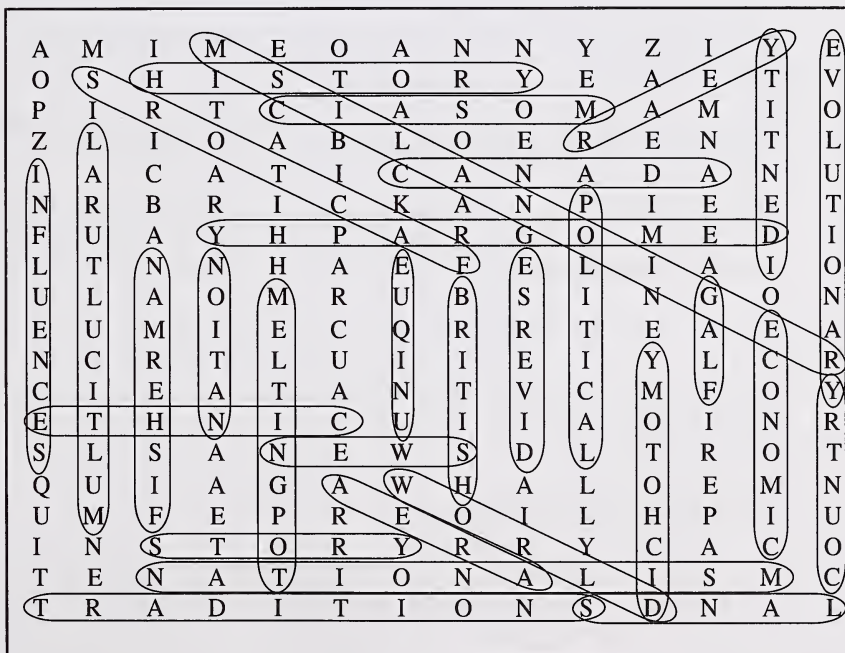
Evolutionary development allows smooth, manageable, predictable changes. These factors contribute to stability with minimal disruptions.
2. Why would differences in physical geography and economics present a challenge for Canada in building a national identity?

Each region has different economic strengths and weaknesses. Canada is a vast area with geographic differences which sometimes create physical barriers. With those factors to contend with, different lifestyles develop, generating more diversity than unity.

3. Word Search Puzzle

Following are a number of words and terms used in this section. Circle the letters of each word. Words may be in any direction.

- nationalism
- melting pot
- evolutionary
- multicultural
- dichotomy
- demography
- regionalism
- economic
- fisherman
- world
- year
- story
- factors
- history
- ethnic
- political
- British
- influences
- diverse
- country
- identity
- Canada
- flag
- mosaic
- area
- traditions
- nation
- unique
- news
- lands



Section 2 Assignment

1. The following headlines are taken from the newspaper articles presented under the heading *Canada in the News* in Activity 2.

- **THE GAZETTE** 1917 VICTORY AT VIMY
- **THE TRIBUNE** 1923 EXCITEMENT ON ICE
- **HEADLINER NEWS** 1942 DIEPPE SLAUGHTER
- **THE JOURNAL** 1942 WARTIME PRECAUTIONS
- **THE TIMES** 1950 A NEW WAR?
- **THE WEEKLY ADVOCATE** 1967 HAPPY 100TH BIRTHDAY
- **THE REPORTER** 1970 THE WAR FROM WITHIN
- **THE DAILY BULLETIN** 1972 CRTC GETS TOUGH
- **THE WESTERN PRESS** 1972 FINDING NEW FRIENDS
- **THE NORTHERN NEWS** 1972 WE WON!
- **THE PROVINCIAL HERALD** 1974 ECONOMIC BARRICADES
- **THE DAILY EXPRESS** 1979 MIDDLE EAST MADNESS
- **THE TELEGRAM** 1980 QUEBECKERS MAKE THE CHOICE
- **NEWSBREAK** 1982 CANADIAN KNOW-HOW GOES FAR
- **THE SOUTHERN STAR** 1988 WE WELCOME THE WORLD
- **THE CHRONICLE** 1988 FREE TRADE: A HOT TOPIC!

Choose **one** of the news articles and write another short paragraph about the topic, providing a few more details.

If some topics happened many years ago, you may have to do a bit of research; for example, you might check an encyclopedia for more information about Vimy Ridge.

Answers will vary. Has the student provided any new details? Has any research been done?

2. Do **either** Part A **or** Part B.

Part A

Choose any two events in the history and development of Canada. In the space provided explain why you chose those events and why, in your view, these events were crucial to the development of a Canadian identity.

You must be sure to do the following:

- show an awareness of what the event was and/or how it occurred
- clearly demonstrate how it has had an effect upon the Canadian identity

Examples of events may include the following:

- Canada in WWI and WWII
- building of the railway
- Canada and the UN
- Constitution Act of 1982
- waves of immigration to Canada

Students' answers will vary. If, for example, they choose Canada's involvement in WWI as one of their choices, their answers must show an awareness of how Canada participated in the war. Also – effects on identity, for example, developed a recognition of Canada as a sovereign state.

Part B

Concept-Mapping

In Section 1 you were introduced to the idea of concept- or mind-mapping. You may want to refresh your memory by looking back to that section.

Your assignment is to make a concept-map to fit the title,

Key Events in the Development of the Canadian Identity

The emphasis is on grouping and mapping developments that have helped to create the Canadian identity. **DO NOT USE THE SAME FEATURES AS THE MIND-MAP IN SECTION 1.**

Marks will be given for

- originality
- accuracy and completeness of information
- accurate, clear organization of secondary and supporting ideas

Be sure that students do not simply recopy the mind-map from Section 1. Make sure that there is a logical organization of main headings and subheadings.

Section 3: How Canadians See Themselves

Key Concepts

- **bilingualism**
- **multiculturalism**

Bilingualism and multiculturalism are discussed in this section.

- There is a review of why Canada is bilingual and multicultural.
- The linguistic and ethnic composition of Canada is studied.
- Students become aware that diversity has been officially cultivated.

Section 3: Activity 1

1. What country is represented by

- a. the man on the shore?

Canada

- b. the man's reflection in the water?

United States

2. What is the man seeing in his reflection?

When he sees his true reflection he sees himself as an American.

3. a. In the cartoon you viewed, you were introduced to one cartoonist's perception of the nature of Canada's identity and the overwhelming effect of the influence of the United States on this identity. Of course, this is only the opinion of one man, but how accurate do you think it really is?

Give your own opinion.

- b. What statement about Canada might the cartoonist be making by showing the man carrying mittens and being barefoot?

Canadians are culturally backward. Canada possesses a harsh environment.

- c. Is this situation acceptable? If so, why? If not, suggest some ways in which the man on the shore could correct the situation and thus see his true reflection.

Your answer will be personal. One suggestion for correcting the situation may be for the man to tidy his appearance and straighten his glasses.

Teaching Suggestions

Have students think of or discuss some of the possible advantages or disadvantages of having a multicultural society. Make a poster to show some aspects of Canada's multicultural identity.

Section 3: Activity 2

1. a. When was the Royal Commission on Bilingualism and Biculturalism appointed?

The Commission was appointed in 1963.

- b. By whom was the Royal Commission appointed?

Prime Minister Lester Pearson appointed the Bi and Bi Commission.

2. Give the meaning in your own words of the term "bilingualism".

You should present this idea in your own words: bilingualism is the ability to speak two languages fluently.

3. Do you think the Bi and Bi Commission wanted all Canadians to be bilingual? Support your answer with good reasons.

No. Canadians are able to receive public services and federal government services in at least one of Canada's official languages. Many Canadians will remain unilingual.

4. Check the chart indicating the distribution of language groups.

- a. Which three provinces have the biggest French population after Quebec?

Ontario, New Brunswick, and Alberta have the largest French population after Quebec.

- b. According to the statistics, which province in Canada has the best bilingual balance?

New Brunswick has the best balance. The English to French ratio is about 2 to 1.

5. a. When was the Official Languages Act passed by the Canadian Parliament?

July 1969

- b. Who was Canada's prime minister at that time?

The prime minister was Pierre Trudeau.

6. What was the main purpose of the Official Languages Act?

The Official Languages Act makes French and English the official languages of the country for use in Parliament and the government of Canada.

7. What does language of service to the public mean?

Language of service to the public means that any Canadian must be able to deal with federal institutions or departments in English or French.

8. How does the Act apply to people who work for the federal government?

Federal public servants have the right to work in French and/or English. Each government institution must have a mix of both language groups.

9. Why would both the English and the French have negative reactions towards the Official Languages Act?

Answers will vary. A common reason for unrest on both sides was that both groups were uneasy about long-term implications for their ethnic groups.

10. Indicate whether each of the statements here F (favours) or is C (critical of) Canada's bilingual policies.

 F a. increase in the learning of French by English people

 F b. increase in the learning of English by French people

 F c. increase in employment opportunities

 F d. French and English required for government jobs

F and C e. second language requirement for university entrance

F and C f. more job opportunities for bilingual people

 F g. French and English immersion programs established in schools

 C h. increased costs for implementing bilingualism in public-service industries

 F i. increased provincial autonomy as all provinces lobby for more influence in matters previously controlled by the federal government (e.g., energy rights, Quebec special status)

C j. People feel French is not the only language and culture that deserves special recognition.

 C k. People feel that the French language and culture were imposed on them.

11. Review the reactions of Canadian citizens to bilingualism. Which one do you disagree with most strongly? Indicate your choice and explain why you disagree.

Answers will vary. Good reasons must be provided.

12. Use the information in the news article *Alberta's Hidden Heritage* to answer these questions.

- a. Assume Don Getty was the premier of the area called Alberta a hundred years ago in 1889. In his speech, Premier Getty said he would preserve the way of life we have in Alberta. What would that have meant in terms of language?

Alberta was predominantly French at that time, so the French language would have become the dominant one.

- b. Give two examples indicating characteristics of French Alberta at the turn of the century.

Examples of French influences in Alberta at the turn of the century include the following:

- *More people spoke French than English until 1885.*
- *Edmonton was called Fort des Prairies.*
- *Edmonton's first two hospitals were operated in French.*
- *St. Albert and St. Paul were almost completely French-speaking.*
- *Beaumont was totally French.*
- *Cold Lake was known as Lac Froid.*

- c. Why did the position of the French in Alberta decline over the years?

By 1905 there was a flood of immigrants from Central Europe who were not French. The French language and culture declined when the children were not allowed to be educated in French. The government enforced a language quota system allowing no more than 20 percent of classes to be conducted in French.

13. Examine a map of Alberta. List the names of some places that indicate a French background.

Several names are possible. Some include the following:

- *Lac la Biche*
- *Beauvallon*
- *Bon Accord*
- *Bonnyville*
- *Brosseau*
- *La Crete*
- *Villeneuve*

Section 3: Activity 3

1. Define the term “multiculturalism”.

Multiculturalism means recognizing more than two cultures in a country.

2. Why is Canada a multicultural country?

No one culture in Canada is more important than another one. Every cultural group should be encouraged to preserve its rich heritage in harmony with Canadian life as a whole.

3. The American and Canadian societies were examined from the perspective of the melting pot view and the mosaic view.

- a. Do you support the melting pot or mosaic concept?

You may choose either melting pot or mosaic.

- b. Explain why in a few sentences.

You should provide good reasons for your choice.

4. From the information on the chart, which three ethnic groups could possibly have provided the strongest objections to a strictly bicultural policy? Why?

The three ethnic groups would be German, Italian, and Ukrainian. After the French and English, these groups had the greatest number of members. Biculturalism would have meant that English and French were the main cultures and that other ethnic practices would be greatly reduced.

5. In summary, what are the goals of the multiculturalism policy of 1971?

The goals of the 1971 multiculturalism policy were the following:

- *to assist all cultural groups to grow and contribute to society*
- *to assist cultural groups to enjoy full participation in Canadian society*
- *to encourage groups to learn more about each other*
- *to assist immigrants to acquire at least one of Canada’s official languages*

6. The goals of the federal government's multicultural policy are summarized here.

1 – assist cultural groups to grow and contribute to Canada
 2 – assist groups to enjoy full participation in society
 3 – encourage groups to learn more about each other
 4 – assist immigrants with language instruction

Match the following list of headlines to the corresponding goals by putting the appropriate goal numbers (1 – 4) in the blanks provided.

- 1 a. New Italian Club to Receive Additional Funding
- 2 b. Government Bill Outlaws Discrimination Based on Ethnic Origin
- 1 c. TV Station Provides News in German
- 4 d. Government Provides English Classes for Vietnamese Immigrants
- 3 e. Canadian Council on Multiculturalism Discusses Concerns of Various Cultural Groups
- 1 f. Alberta Government Increases Aid to Heritage Festival
- 3 g. Ethnic Groups Discuss Common Problems at Government-Sponsored Conference
- 4 h. Government Programme Introduced to Provide Aid to Deprived Cultural Groups
7. On the basis of the information given in the previous map, in how many provinces is there a language more common
- a. than French? 9
- b. than English? 1
- c. than French (other than English)? 4
8. What two generalizations can you make about multiculturalism and the settlement of people in different parts of Canada?

These two generalizations could be made:

- *Most provinces in Canada have cultural groups whose population is greater than the French population, especially the English.*
- *The greatest diversity of cultural groups can be found in the western provinces.*

9. Use the preceding information and opinions on multiculturalism, and any other facts to complete the following chart.

The following are suggestions only. Your answers may vary.

Multiculturalism: For and Against

| Arguments in Favour | Arguments Against |
|--|--|
| <ul style="list-style-type: none"> • <i>Ethnic traditions enhance Canada's history.</i> | <ul style="list-style-type: none"> • <i>Misunderstandings between cultures may result.</i> |
| <ul style="list-style-type: none"> • <i>Cultural differences strengthen Canadian unity.</i> | <ul style="list-style-type: none"> • <i>Ethnic groups should adopt Canada's customs.</i> |
| <ul style="list-style-type: none"> • <i>Cultural heritage should be preserved.</i> | <ul style="list-style-type: none"> • <i>Multiculturalism leads to confusion.</i> |
| <ul style="list-style-type: none"> • <i>Canada was founded by the French and the British.</i> | <ul style="list-style-type: none"> • <i>A purely Canadian culture should be established.</i> |
| | <ul style="list-style-type: none"> • <i>Most Canadians speak English.</i> |
| | <ul style="list-style-type: none"> • <i>Canada is part of the Commonwealth and should remain British.</i> |

Section 3: Follow-up Activities

Extra Help

1. The key concepts covered in this section were bilingualism, multiculturalism, mosaic, melting pot, and Canadian self-concept. Here are a number of phrases which define the key concepts covered in this section. As you review each definition, write down the term it defines.

bilingualism

- a. idea of having two official languages

multiculturalism

- b. idea of promoting, recognizing, and accepting all cultures

mosaic

- c. society in which minority groups are encouraged to retain their separate features

melting pot

- d. society in which different groups are made part of majority culture

Canadian self-concept

- e. how Canadians see themselves

2. The Official Languages Act said everyone in Canada should know both French and English.

- a. Is this statement true or false?

False

- b. Support your answer.

The Official Languages Act does not say everyone should be bilingual. It tries to ensure that citizens can receive federal government services in both English and French.

3. What recommendation did the Royal Commission on Bilingualism and Biculturalism make for students?

Students in all provinces should have an opportunity to study both languages.

Enrichment

Do **either** Part A or Part B.

Part A

Write a paragraph discussing the meanings of multiculturalism suggested in the video *Multiculturalism*. Are there any you disagree with? If you come from an ethnic minority that is preserving some of its unique features, can you add some points the video doesn't mention? Items you might mention are sports, religion, or personal rules of living.

Responses will be personal, especially anything related to particular cultures. However, some ideas such as these from the video may be mentioned:

- *O Canada* says it is official policy.
- The rock singer's number outlines the historical background of immigration.
- Hockey players mention rich cultural diversity and tolerance and respect for people who are different.
- Music cultists think it is necessary to prevent discrimination against ethnic groups.
- Teachers suggest items such as food, dance, and music.
- Students were interested in experiencing multiculturalism in discussion and in getting to know and understand a range of people better. They wanted to know what the concept means and how to live with it more effectively.
- The debate in the dream sums up ideas and also questions whether multiculturalism is of any real value. Reactions may vary considerably.

Part B

1. Although the largest ethnic group in Canada is British, Canada is a country of many ethnic groups. Should advertisers on television be required to employ actors or models from different racial and ethnic groups? Why or why not?

You should answer in a well-worded paragraph. Ideas should be expressed clearly and supported by good reasons.

2. Canadians are lucky to be able to sample the foods of many different cultures within their own country of Canada. Identify the country associated with each of the following foods.

- | | |
|----------------------|------------------------|
| a. souvlaki | <u>Greece</u> |
| b. lasagne | <u>Italy</u> |
| c. tortilla | <u>Mexico</u> |
| d. bannock | <u>Canada/Scotland</u> |
| e. Yorkshire pudding | <u>England</u> |
| f. shish kebab | <u>Turkey</u> |
| g. paella | <u>Spain</u> |
| h. egg foo yung | <u>China</u> |
| i. borscht | <u>Russia, C.I.S.</u> |
| j. tempura | <u>Japan</u> |

Section 3 Assignment

1. One of the recommendations of the Royal Commission on Bilingualism and Biculturalism was,

“All cultural groups must enjoy the right to safeguard their languages and culture.”

- a. The people who made that recommendation believed in the mosaic philosophy. Rewrite the statement changing the perspective so that it fits with the melting-pot philosophy.

Cultural groups must relinquish their own ethnic practices and conform to the ways of the majority culture.

- b. Which philosophy do you prefer? Why?

Students should support their choice with good reasons.

2. Do **either** Part A or Part B.

Part A

Look through newspapers or magazines to find ideas on the theme *Building Multicultural Awareness*.

Either draw or cut out pictures to make an attractive advertisement. Canada's ethnic mixture has been referred to as a mosaic, a kaleidoscope, a fruitcake, or a tossed salad. You may want to use that idea in your ad; it's your choice.

Try for a pleasing effect although you will not be judged on the artistic qualities of your advertisement. The grading will depend upon how persuasive you can be in promoting multiculturalism. This will depend upon insights the advertisement can give and its persuasiveness.

A great variety of responses will be accepted. How persuasive is the advertisement?

Part B

Write a brief paragraph to answer each of the following questions.

- a. Do you think multiculturalism will remain the policy for Canadian society in the future?
- b. What effects will such a policy have on Canadian society either positively or negatively?
- c. How will the multiculturalism policy affect Canadian identity?

The student should respond to each of the three questions. Good reasons should be provided.

3. Choose **one** of the following statements to discuss. You may either agree or disagree with the statement you choose. In discussing it, be sure that you demonstrate an accurate knowledge of the material on bilingualism given in the section. Identify the statement you choose.
- The policy of bilingualism is one of the main reasons why Canada is in trouble these days.
 - Bilingualism enriches Canada and makes it a much more tolerant place to live.

Student answers must show a clear understanding of what bilingualism is, and present a well-supported opinion.

Section 4: How Others See Canadians

Key Concepts

- **international recognition**
- **international relations**

Canada's identity and international reputation is affected by external factors.

- Students will recognize that the proximity of the United States affects Canadian identity.
- Students will see that Canada is known for international involvement, such as with the UN and NATO.
- Canada is known for foreign aid and for accepting immigrants.

Section 4: Activity 1

1. Read each of the following descriptions of Canada's international involvements. For each one, decide which of the five features of Canadian identity was involved. Write the name of the feature in the space provided. The first one is done for you.
 - a. Canada entered World War I (1914–1918) and World War II (1939–1945) to defend our nation; our way of life was in jeopardy.
security
 - b. Canada signed the charter founding the League of Nations in 1919; the prevention of another war and the preservation of peace and national autonomy were its main aims.
cooperation, security, independence
 - c. In 1945, Canada was one of the founding members of the United Nations. The aims of the United Nations went beyond the prevention of war, and preservation of peace and sovereignty, to the advancement of aiding those nations striving for economic development.
cooperation, equality, security, independence
 - d. Canada and Canadians have contributed extensively to aid countries in overcoming their problems: famine, poverty, and disease (as in Ethiopia and South America).
cooperation
 - e. Canada joined NATO in 1949 to help stop the spread of communism and imperialism in Europe.
security

- f. Canada's policies are such that refugees and immigrants have a good chance of being accepted.

equality

- g. Canada has continued to advance the cause of human rights; early examples are the recognition of women in the labour force and the granting of voting rights to them in 1918.

equality

- h. Two world wars contributed to the development of the Canadian identity, the maturity of the nation, and its entry into the world trade network as a major exporter and importer.

independence, prosperity

- i. The Constitution Act (1982) represents the final step in achieving Canadian independence.

independence

Section 4: Activity 2

1. From the reading *In the Shadow of the Stars and Stripes*, list some of the qualities that make Canadians different from Americans.

These differences may be noted from the article:

- *Canadians are seen to be more optimistic, content, trusting, and positive.*
- *Canadians work harder and demand fewer services.*
- *Fewer crimes occur in Canada.*
- *Canada spends less on defence.*
- *Canada is seen to be more free.*

2. Which of the previous perceptions offended you? Why?

Answers will vary. Good reasons should be provided.

Teaching Suggestions

Students may want to add to and share ideas on how Americans view Canada. They might also add some of the perceptions they have of Americans.

3. Describe the symbolic meaning behind the two different-sized hands in the previous cartoon.
- for Canada – *It means that reaching agreement with the U.S. will put Canada in the position of being dominated.*
 - for the U.S. – *It means they can control the smaller partner.*
4. Which hand is likely to be more dominant – Canada or the U.S.? Why?

U.S. – The United States will be in a stronger position to influence trade to their own benefit most of the time.

5. Circle the effects a free-trade deal between Canada and the U.S. would most likely have on the following features of Canadian identity.
- Independence
 - ① more job opportunities
 - ② may lead to political union with the U.S.
 - ③ no more problems with American protective tariffs
 - Prosperity
 - ① increased sales and profit for Canadian companies
 - ② more economically dependent on the U.S.
 - ③ Heavy foreign investments limit Canada's ability to develop competitive modern industries.

6. Do you think that the Free Trade Deal will be good for the Canadian identity? Explain.

Answers will vary.

Some possible reasons for supporting free trade might be the following:

- *expand trade opportunities*
- *freer movement of goods*
- *get closer to U.S. market*

Some possible reasons for being against free trade might be the following:

- *The Canadian economy could be overwhelmed by larger American economy.*
- *Canadian culture could be threatened.*

Teaching Suggestions

Students could do more research into the details of the Canada-U.S. Free Trade Agreement. What products or businesses will be most affected? Is the deal going to benefit Canada in the long run? This would be a good topic for a debate.

The impact of the North American Trade Agreement could be examined.

Section 4: Activity 3

1. How many troops did Canada send to the Congo?

421

2. To what country did the UN send the largest peacekeeping force?

Korea

3. Canada sent 1 100 troops to which country?

Egypt

4. In which country has Canada had the longest peacekeeping mission?

Cyprus

5. Name the two countries in which Canada had troops in 1974.

Egypt, Golan Heights

6. From the information on the chart, has Canada increased, reduced, or maintained its contribution in size of force to UN peacekeeping since 1956?

The trend seems to indicate a decrease.

7. Initially, which two countries wanted to control the Suez Canal?

Britain and Egypt

8. During which years was Lester Pearson prime minister of Canada? (It may be necessary for you to check an encyclopedia.)

Lester Pearson was prime minister of Canada from 1963 to 1968.

9. In Module 2 you learned that Canada has six major goals in foreign policy.

- economic growth
- safeguarding sovereignty
- peace and security
- social justice
- quality of life
- environment

Match the listed goals to some of Canada's recent actions. Write the goal in the space provided.

- a. Canada has contributed to every major peacekeeping endeavour undertaken by the UN. In 1978 Canada was part of the UN force in Golan Heights, in the Middle East, and Cyprus.

peace and security

- b. Canada was a strong supporter of U.S.-USSR arms control and disarmament in order to prevent a nuclear war.

peace and security

- c. Canada supports efforts to enforce and promote fundamental human rights.

social justice

- d. Canada has given assistance for combating racial discrimination and for fostering economic and social improvements.

quality of life

- e. Canada has supported efforts for managing the oceans and their resources in a wise manner so that they are not polluted and destroyed.

environment

10. List at least five ideas in favour of the UN.

Ideas in favour of the UN include the following:

- *Nations can talk out problems.*
- *Everyone's voice is heard.*
- *Even dictatorial governments are at the UN to express their views.*
- *There has been no world war since 1945.*
- *The UN provides food and health care for the poor.*

11. List several ideas against the UN.

Ideas against the UN include these points:

- *Armed conflicts and major wars continue.*
- *In spite of size and population differences, each country gets an equal vote; therefore, representation isn't fair.*
- *Non-democratic countries band together to unfairly criticize the activities of democratic countries.*
- *It is expensive to contribute to UN programs.*

12. a. YOU DECIDE: Should Canada stay in the UN?

Your decision is personal.

- b. Explain your opinion.

Good reasons must be provided in support of your decision.

Section 4: Activity 4

1. Of what significance has NATO been to Canada?

In alliances with other nations, NATO has enhanced Canadian security.

2. Study the following map and name the 1989 NATO countries as indicated by the letters. You may use an atlas to help identify the countries.



Names of NATO Countries

- | | |
|-------------------------|--------------------------|
| a. <i>Iceland</i> | i. <i>France</i> |
| b. <i>Greece</i> | j. <i>West Germany</i> |
| c. <i>Spain</i> | k. <i>Turkey</i> |
| d. <i>Italy</i> | l. <i>Portugal</i> |
| e. <i>Belgium</i> | m. <i>Norway</i> |
| f. <i>Canada</i> | n. <i>Netherlands</i> |
| g. <i>Denmark</i> | o. <i>United Kingdom</i> |
| h. <i>United States</i> | p. <i>Luxembourg</i> |

3. Which countries were the four most powerful members of NATO in 1989?

These countries were the most powerful in NATO in 1989:

- *U.S.A.*
- *West Germany*
- *United Kingdom*
- *France*

4. Of these four, which country is the strongest (in terms of military power)?

U.S.A.

5. Look at the map again. Why would Canada and the United States be concerned about what happens in Europe?

Canada and the U.S. are trading partners with many European countries. If these European countries are attacked or annexed, Canada and the U.S.A. could be next.

6. How would Canada's international reputation be affected if

- a. Canada quit NATO?

If Canada quit NATO there would possibly be praise for such a peacekeeping move but also criticism for not supporting Canadian allies.

- b. Canada continued to support NATO?

As Canada continues to support NATO there are praise and criticism but for opposite reasons. There is praise for its commitment to NATO, but criticism for continuing such an association when the need is not there.

Section 4: Activity 5

1. In what four major ways can foreign aid be channelled to needy countries?

Foreign aid can be channelled through these means:

- *international agencies*
- *individuals*
- *non-governmental organizations*
- *government agencies*

2. What is CIDA? Explain its functions.

The Canadian International Development Agency (CIDA) coordinates the foreign aid that Canada gives to other countries.

3. Name five natural disasters that might require assistance from CIDA. Refer to the chart of 1985–86 CIDA contributions.

CIDA might provide aid because of these disasters:

- *cyclone*
- *drought*
- *earthquake*
- *flood*
- *typhoon*
- *volcano*

4. When Canada gives foreign aid to a nation, in what ways are there strings attached to the aid? In other words, is it given entirely freely? Explain.

Canada's aid is usually tied. That is, nations must meet conditions, such as buying products from Canada or working under Canadian supervision.

- 5. Fill out this application, indicating your qualifications, skills, abilities, and desires to be involved as a foreign aid worker in a third world country. You might pretend you have graduated from high school and have received further education.

APPLICATION FOR FOREIGN AID WORK

Name: _____

Address: _____

Age: _____

Educational Background: _____

General Health: _____

Special Skills: _____

Country in which you would like to provide service: _____

Type of service you can give: _____

Ability to work with others: _____

Reasons for wanting to serve: _____

You should fill out every section of the application according to your own circumstances.

All areas should be completed. Have you completed the form accurately? Have you mentioned any special skills or education that might be of special interest to the aid agency?

6. Suppose you are a teenager living in a poor country. Your village has little food, poor housing, disease, and unsafe water. You decide to write a note and put it into a sealed bottle. You toss it into the ocean and hope it is washed ashore in a country which might consider sending foreign aid, like Canada.

What would you say? You should give your name, where you are from, whom you hope to reach with your note, and the message itself. (Write your response on the paper in the bottle.)



Section 4: Activity 6

1. Explain the difference between a refugee and an immigrant.

Both a refugee and an immigrant are newcomers to a country, but the refugee faces an element of danger in his own country.

2. Name some push-and-pull factors that an immigrant may encounter.

- *Push: political restrictions, religious suppression, unemployment, persecution, food shortages, war, personal threats, and others*
- *Pull: personal freedom, economic advancement, physical safety, and educational and career benefits*

3. a. Write one statement which supports a policy of accepting refugees.

Canada should accept as many refugees as possible for humanitarian reasons because these people are in danger.

- b. Write one statement which opposes a policy of accepting refugees.

Canada should limit or reduce the number of refugees admitted because Canadian relief resources can only handle a certain number.

4. How does immigration benefit Canada's economy?

Immigration benefits the economy in the following ways:

- *More skilled workers come to Canada.*
- *More business people with money, knowledge, and skills enter.*
- *Immigrants alleviate a shortage of workers in areas where there are not enough Canadians.*

5. a. In what year did Alberta have the highest number of immigrants? Approximately how many immigrants arrived in that year?

In 1981 Alberta had the highest number of immigrants – 19 294 (1990 was next highest with 18 908, followed by 1980 with 18 839).

- b. In what year did Alberta have the fewest number of immigrants? Approximately how many immigrants arrived in that year?

Alberta had the fewest immigrants in 1985 – 9 001 (the next fewest was in 1986 with 9 673).

6. Canada's main ethnic roots are in Europe. The majority of Canadians have either an English or a French background. Considering the statistics given, is this pattern being maintained in the recent immigration flow to Alberta? What is a probable reason for changes that have occurred?

No. Immigrants are now coming mainly from Asia, Africa, Central and South America, and the Middle East. These are areas of war, oppression, and hunger. The immigrants are refugees or relatives of recent arrivals. Probably many people are coming here now because of terrible conditions in other parts of the world.

Section 4: Follow-up Activities

Extra Help

1. List six types of activities in which Canada has helped the United Nations.

Canada has helped the UN in the following ways:

- *peacekeeping*
 - *participation in all major functions of the UN*
 - *hosted international conferences*
 - *supports disarmament*
 - *supports human rights*
 - *economic and social improvements*
 - *management of the ocean*
2. Read the activities you listed in the previous question. Which one do you feel is most important? Explain why.

Your answer here depends on your own preference. Be sure to stress the reason for your choice.

Enrichment

Do **either** Part A **or** Part B. Part A involves a video program and Part B is a print alternative. If you can obtain the video, *Canada's Relationship with the Rest of the World*, of the Canada Series, do Part A. If not you may give your attention to Part B.

Part A

1. Does Canada have any real interests that involve international organizations? Can Canada solve the problems important to it by itself?

Both David Lewis and the Honourable Joe Clark believe that Canada must collaborate with other nations in international organizations to meet its goals. Canada can't create world peace by itself. Canada works at peacekeeping and foreign aid through the United Nations and other international organizations.

2. How independent is the Canadian economy? Does Canada need the rest of the world to maintain its prosperity?

The commentators say trade is essential. One in four jobs depends upon trade with the U.S. and one-third from total foreign trade.

3. The music business is a glamorous industry. Canadians have had a certain amount of success with it.

- a. What is Canada's share of the world music market? Is there much competition?

It is very competitive. Canada's share is 5 percent.

- b. The United States is the richest entertainment market in the world and produces much of the music to which Canadians listen. Do American artists usually have more money to work with in producing a song? Give some figures to support your answer.

The Americans have a lot more money to work with. One artist mentioned a Canadian having \$25 000 to produce a song and an American having \$250 000.

- c. One of the commentators mentioned a government regulation that helped a strong music industry to develop in Canada. This happened even though Canada has a small population and is short of cash, in relation to other countries. What was involved?

There was a regulation that 30% of the material on Canadian stations be of Canadian origin. It had to be written, performed, recorded, and produced here. With this guaranteed air time and sales, works were created that are accepted around the world.

Part B

1. How does Canada's status as a middle power contribute to the world's perception of Canada as a peacemaker?

The fact that Canada is a middle power gives it enough status and influence to be an effective peacemaker or negotiator. Although Canada is pro-West, it is perceived to be more neutral than a superpower would be.

2. Study the line graph and the circle graphs (in Activity 6) depicting immigration to Alberta. Give one significant observation you made from each of the graphs.

- a. Line graph
b. Circle graphs

You should study the graphs and comment on some of the facts presented in the information.

Section 4 Assignment

1. Review the arguments for and against free trade. Which point, either for or against free trade, is most important to you in terms of Canadian identity? Why?

The student's answer will be personal. Has the student offered valid reasons for the stand taken?

2. Examine the following claims concerning Canada's NATO commitment.

Claim 1

Canada should remain committed to NATO for it is valuable to Canadians even though a major war is unlikely.

Claim 2

Reducing Canada's military commitment is essential since the need for NATO is now less important in Europe.

Briefly discuss the following questions:

- What possible effects could these claims have on Canada's national reputation?
- Which claim do you favour? Why?

The student may choose either Claim 1 or Claim 2 and should provide good arguments for that perspective.

3. Review the article found in Section 4 titled *American Views of Canada*. Choose **one** of the comments and write the verbal response you would give to that person. What are your motives for replying in the manner you have? Clearly identify the comment you have chosen.

Choices will vary. Is the response logical and reasonable?

4. Canada has become involved in world affairs in many different ways. In each of these involvements, Canada's actions were based on one of the following five principles of Canadian identity:

- cooperation
- equality
- security
- independence
- prosperity

For each of the given examples of an involvement in world affairs, identify the principle behind the action, and indicate by a ✓ whether the action was F (Favourable) to Canada's reputation or N (Negative).

The first example has been done for you.

Action

- a. Canada sent aid to the victims of the Armenian earthquake of 1989.
- b. Two world wars forced Canada to defend a political and economic way of life which Canadians felt was in jeopardy.
- c. Both world wars created a need for clothing, food, weapons and munitions. Canada's industries and economy developed extensively as the country became a chief supplier of these products for the war effort. Consequently, after the war, nations of the world sought to become partners with Canada to take advantage of its plentiful and vast resources.
- d. Canada has sent people to mediate and soldiers to help keep peace between nations in dispute on at least ten occasions since 1945.
- e. Canada committed itself to the League of Nations and the United Nations because it was part of an idea to strive for peace, cooperation, and economic development among all nations.
- f. Canada both officially (government action) and publicly (private groups) has sent aid in the form of food and technology to numerous countries in need of food, clothing, shelter, equipment, and education to overcome famine disasters and/or progress toward development.
- g. As a member of the British Commonwealth of Nations, Canada shares the common goals of supporting independence among nations, discussing problems of economic development, and taking a stand on occasion.
- h. Canada has risked its reputation for leadership in promoting peace and cooperation by making a definite commitment to look after its security. Membership in NATO has created an alliance among anti-imperialist and non-communist countries. In this common cause, Canada has derived some assurance of its security and survival as a nation.

- i. Canada, a nation with much opportunity and a small population, has often opened its doors to refugees in need and immigrants wanting a better life. The nation has become a mosaic of peoples from most nations of the world willing in this way to aid the cause of equality and cooperation.
- j. Canada was receptive to examining and considering the advantages of entering into a free trade agreement with the U.S.A. Canada's own economic prosperity and autonomy were the main considerations here.
- k. Canada has taken a strong stand in opposition to nations who violate their citizens' human rights. Canada has been a leader ahead of Great Britain, the United States, and the former USSR in opposition to apartheid in South Africa, to name one important example.

| Action | Principle Involved | F | N |
|---------------|--------------------------------------|----------|----------|
| a. | Cooperation | ✓ | |
| b. | <i>Security</i> | ✓ | |
| c. | <i>Prosperity</i> | ✓ | |
| d. | <i>Cooperation</i> | ✓ | |
| e. | <i>Cooperation</i> | ✓ | |
| f. | <i>Cooperation</i> | ✓ | |
| g. | <i>Independence</i> | ✓ | |
| h. | <i>Security</i> | ✓ | |
| i. | <i>Cooperation/Equality/Security</i> | ✓ | |
| j. | <i>Independence/Prosperity</i> | ✓ | ✓ |
| k. | <i>Equality</i> | ✓ | ✓ |

Final Module Assignment

Choose the answer which **best** answers the question or completes the statement. Place the letter of that answer in the correct blank on the appropriate response page.

- E 1. "I'm an Albertan first," best illustrates an example of
- A. nationalism
 - B. multiculturalism
 - C. internationalism
 - D. the melting pot
 - E. regionalism
- C 2. In what kind of countries would a common language be a more important factor in promoting nationalism?
- A. older countries with a long cultural heritage
 - B. older countries with a long history of bilingualism and biculturalism
 - C. newer countries which do not have a long cultural heritage
 - D. new countries which have historical and cultural unity
- D 3. What would best help Canadians and Americans understand each other?
- A. encouraging Canadians to shop in the U.S.
 - B. broadcasting Canadian Football League games in the U.S.
 - C. allowing more U.S. television and radio program on Canadian stations
 - D. student exchange programs
- A 4. The statement, "A British Subject I was born and a British Subject I will die," best illustrates an example of
- A. nationalism
 - B. multiculturalism
 - C. internationalism
 - D. the melting pot
 - E. regionalism

Use the chart that follows to answer Questions 5 to 11.

The following data shows Canada's population division by percentage.

| Nationality | 1911 | 1951 | 1981 |
|----------------|-------|-------|-------|
| British | 55.5% | 47.9% | 43.5% |
| French | 28.6% | 30.8% | 28.9% |
| Others | 15.9% | 21.3% | 27.6% |

Decide if each statement is

- A. supported by the data
- B. not supported by the data
- C. cannot be answered because not enough information is given

- B 5. The portion of British is increasing.
- B 6. The portion of French is increasing.
- A 7. The portion of non-British and non-French is increasing.
- A 8. In 1981 most Canadians are of British descent.
- C 9. The political power of the British portion is increasing.
- C 10. The political power of the French portion is increasing.
- C 11. The political power of the non-British and non-French is increasing.

- C 12. A cultural mosaic is to a melting pot as Canada is to
- A. France
 - B. Switzerland
 - C. the United States
 - D. Belgium
- A 13. The policy which best promotes internationalism is
- A. membership in the UN
 - B. multiculturalism
 - C. bilingualism
 - D. privatization

Use the following quotations to answer Questions 14 and 15.

Speaker 1: Free trade is good for Canada. It will provide the country with an assured market in the U.S. and it will allow Canada to purchase goods from the U.S. at lower prices.

Speaker 2: Free trade will result in better relations between Canada and the United States. That could allow Canada to have a greater influence for peace and nuclear arms limitation in the world.

Speaker 3: Free trade will allow Canada to show the rest of the world that fewer trade restrictions are good for the prosperity of the world.

Speaker 4: Free trade will result in fewer jobs in Canada. Canadian branch plants will close and the jobs will move to the U.S.

- C 14. The speakers which are promoting nationalistic interests are
- A. 1 and 2
 - B. 2 and 3
 - C. 1 and 4
 - D. 1 and 3
- B 15. The speakers which are promoting the ideals of internationalism are
- A. 1 and 2
 - B. 2 and 3
 - C. 1 and 4
 - D. 1 and 3

LEARNING FACILITATOR'S MANUAL

SOCIAL STUDIES 10

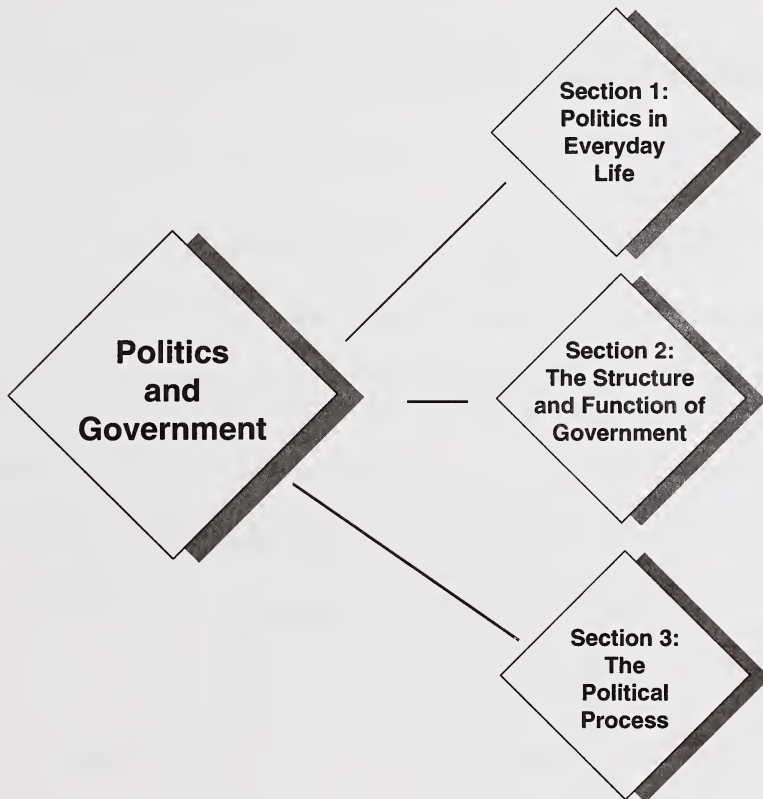
M O D U L E 4 POLITICS AND GOVERNMENT



Cover Photo: WESTFILE INC.

Module 4: Politics and Government – Overview

This module examines the ways in which Canadians are governed.



Evaluation

The evaluation of this module will be based on three section assignments and one final module assignment:

| | |
|--------------------------------|-------------------|
| Section 1 Assignment | 15% |
| Section 2 Assignment | 25% |
| Section 3 Assignment | 20% |
| Final Module Assignment | <u>40%</u> |
| TOTAL | 100% |

Please Note:

There is an alternative activity based on a video program that you may wish your student to do. It is in Activity 4 of Section 2. If you plan to use it you may wish, at this time, to order *The Canadian Parliamentary Video: How Canada's Government Really Works*. (CBC, 33 min.)

Section 1: Politics in Everyday Life**Key Concepts**

- **government**
- **politics**
- **political decision making**

The process of making decisions is of importance:

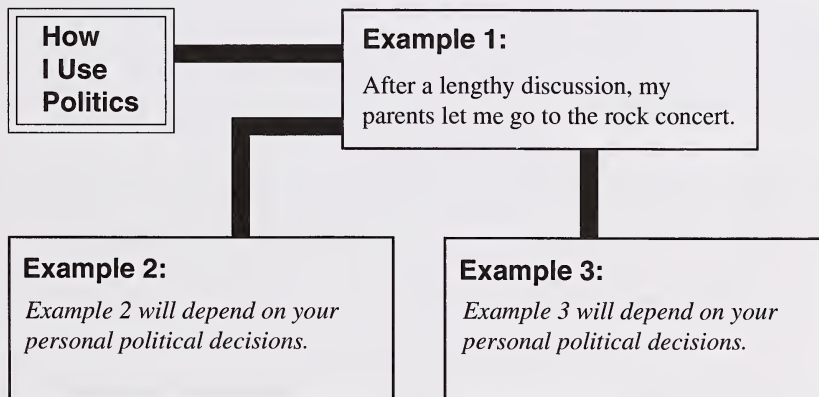
- Students could present some common family discussions and decisions. Stress that decision-making is a political process.
- Various methods of decision-making processes can be examined and discussed.
- Examples of political decisions, from personal to international, could be examined.

Section 1: Activity 1**Teaching Suggestions**

- As an introduction, have students make a list of as many things as possible that government does and does for them. Perhaps make a poster or collage to demonstrate this.
- Students could hold debates or panel discussions dealing with local or international issues.

If politics is the art of convincing others to agree with your point of view, what recent political decisions have you made at home?

In the following chart provide two examples of political decisions you have made. One example is done to indicate a suggested answer.



Section 1: Activity 2

1. You should be able to think of further examples of the four decision-making techniques. In the space provided in this activity, give examples to illustrate the four techniques. Your examples may be personal or international in nature.

| Technique | Example 1 | Example 2 |
|--------------------|--|--|
| Influence | <i>Your answers will depend on your personal experience.</i> | <i>Your answers will depend on your personal experience.</i> |
| Compromise | | |
| Negotiation | | |
| Consensus | | |

Teaching Suggestions

Role playing and acting out the four decision-making techniques may help students further understand these techniques.

2. You hold a part-time job ten kilometres from your home. You need a source of transportation to get to and from your job. You saved \$600 dollars last summer and your current job pays \$100 per week. Your part-time job is your only source of income from which you pay for your clothes, entertainment, etc. You live at home, so your food and lodging are free. Should you buy a used car? (Remember you would have to pay for your own car insurance and gas, etc.) List all the steps you would use in making this decision. What decision would you make?

Your answer may be different from the one that follows; this is an example only.

Step 1: You need a source of transportation to your work.

Step 2: You could take the bus to work.

You could ask someone to drive you to work.

You could buy a used car.

Step 3: The bus is convenient and runs every day but does not run as late as you have to work. It is also relatively inexpensive.

Asking someone to drive you somewhere does not guarantee that you will always have a ride and does not give you a chance to act independently (e.g., stay out later and/or go somewhere else after work).

If you buy a car you will have not only the cost of the vehicle itself but the cost of insurance, vehicle licence (plates), and the cost of gasoline to run the car. The advantages are that you will be able to go to and come from work when you choose and can go to other places at other times if you choose.

Step 4: This is where you come in. You will have to decide which choices you would make.

Step 5: Once again you will have to make these decisions.

Step 6: Do you think the decision you made will be a satisfactory one?

Section 1: Follow-up Activities

Extra Help

1. What is meant by the word “politics”?

The word “politics” is defined in this section as competition between groups or individuals with the intent of influencing others to agree with a specific point of view.

2. Give one example of how politics is used in advertising.

The answer to this question will depend on your personal experience. Different manufacturers of the same product (e.g., soaps, cars, cereals) try to influence the public to buy their products.

3. List four techniques used in making decisions. For each technique, give one example.

The four techniques in decision making are the following:

| Technique | Example |
|--|--|
| <ul style="list-style-type: none"> • <i>influence</i> | <p><i>Examples of each technique will depend on personal experience.</i></p> |
| <ul style="list-style-type: none"> • <i>compromise</i> | |
| <ul style="list-style-type: none"> • <i>negotiation</i> | |
| <ul style="list-style-type: none"> • <i>consensus</i> | |

4. List the six steps used in making personal decisions.

The decision-making process will include the following steps:

- *Decide the nature of the problem.*
- *Think of several possible solutions to the problem.*
- *Determine the advantages and disadvantages of each solution.*
- *Decide which solution has the most advantages and least disadvantages for you.*
- *Use that solution for solving the problem.*
- *Observe the result of your solution.*

5. Using an example from your own experiences, go through the six steps and show how a decision would be reached.

This answer will depend on your own experiences but should relate to the steps listed in the previous question.

Enrichment

1. List three decisions that would have to be made within the first day on the island.

Your answers may differ for this question but will likely include some of the following decisions:

- *Decide who will be the leader.*
- *Decide how decisions will be made.*
- *Decide how to obtain food.*
- *Decide how to obtain drinking water.*
- *Decide where each person will live.*
- *Decide on the type of housing.*
- *Decide how and where to obtain clothing.*
- *Decide what type of clothing to have.*

2. How will you select a leader? Explain the steps.

You will likely work through the steps in the decision-making model.

3. Make a list of three to five rules that will allow the survivors to live in peace and harmony.

The rules will depend on your personal ideas of what you consider most important.

4. Who will make the rules? Explain.

This answer will depend on your personal beliefs and ideas. Review the decision-making process.

Section 1 Assignment

One dilemma that faces most politicians is whether to represent their own views on an issue, the views of their constituents, or the views of the party to which they belong.

Choose an issue which is currently, or has been recently, debated in the House of Commons, for example:

- Every woman should have the right to decide for herself whether or not to have an abortion.
- The government of Canada should eliminate the Goods and Services Tax and introduce a fairer tax, based on the ability to pay.
- The government should continue the Free Trade Agreement with the United States and Mexico.

For ideas you may ask your parents or some friends to state their views on this issue.

You are a member of Parliament for your area. You are planning to give a speech to the House of Commons.

1. In one sentence state your opinion on the issue.

It is important that the student do enough research to be able to understand both sides of whichever issue is chosen. The opinion given should be clearly pro or con on the issue. The student should not hedge.

2. In point form, list at least three arguments that support your position.

The arguments in support should be clearly stated and should indicate only the points on the side of the opinion stated.

3. In point form give three arguments against your position that might be presented by members of Parliament who belong to other parties.

The three arguments should plainly refute the position taken by showing problems or shortcomings of the position.

Teaching Suggestions

It might be possible in a classroom setting to set up a mock Parliament in the classroom. Arrange it so all people of like mind on the issue are in one party. Debate the issue with each person having their turn to speak on the issue. For this exercise it would be necessary to have all students research the same issue. One person could be chosen to fill the role of the Speaker. Possibly the teacher could fill that role.

Section 2: The Structure and Function of Government

Key Concepts

- legislative function
- executive function
- judicial function
- constitutionalism
- federalism
- decision-making organization

Students should work towards the following in this section:

- being able to explain how the division of powers in government serves the interests of the people
- recognizing the importance of the Constitution as a framework for democratic traditions
- recognizing that Canada is a federal state with national and provincial governments
- understanding the workings of the parliamentary system of government

The end of Section 2 offers a choice of content materials to students. Part A deals with the extent of government activity. Part B examines the power of the executive branch of government. Each section uses an inquiry process which allows students to practise their skills of analysis and evaluation. Students are to choose either Part A or Part B.

Section 2: Activity 1

1. Hobbes supported the concept of a strong government. What did he feel would result if world nations did not have strong governments?

According to Hobbes, without strong government life would be miserable and short. Men would not have the accomplishments in art, literature, and science achieved by western civilization.

2. According to Locke what is the purpose of legislative power?

According to Locke the purpose of legislative power is to make laws.

3. How does the organization of a school compare with this division of power?

The organization of a school reflects this division of power in that the administration organizes and makes laws for the operation of the school, and the teachers enforce school policy.

4. Who makes and enforces the rules in your home?

The answer here will depend on your personal experiences.

5. What would be the consequences of not obeying the rules at school or at home? Is such disobedience ever justified?

The answer here will depend on your personal experiences and beliefs.

6. Explain the meaning of the term “constitution.”

A constitution establishes the political principles and laws on which a nation is built.

Section 2: Activity 2

1. Explain what is meant by a federal system of government.

There are two levels of government in a federal system – one at the national or central level and one at the regional or provincial level.

2. Why was the federal system chosen as the system of government for Canada?

It would help ensure that the needs of the people of the different regions of Canada were being met.

3. Complete the following chart by listing some of the responsibilities of the federal, provincial, and municipal governments.

Only a few suggestions are given here; other answers are possible.

| Level of Government | Responsibilities |
|----------------------------|--|
| Federal | <ul style="list-style-type: none"> • <i>defence</i> • <i>economy</i> • <i>postal service</i> • <i>criminal law</i> |
| Provincial | <ul style="list-style-type: none"> • <i>education</i> • <i>municipal government</i> |
| Municipal | <ul style="list-style-type: none"> • <i>fire protection</i> • <i>water and sewage treatment</i> • <i>garbage collection</i> |

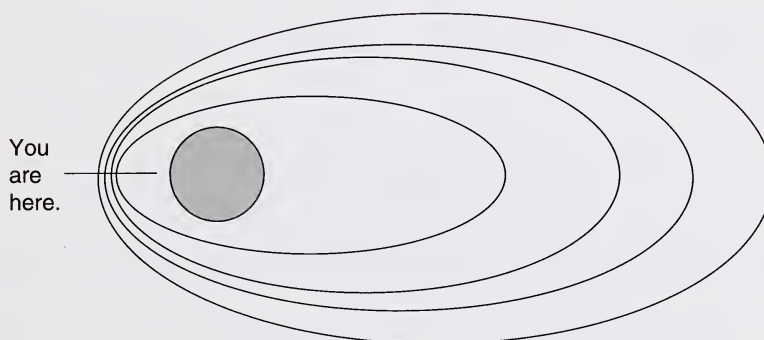
4. Why was the third level of government created?

The municipal government was created for maintaining direct contact with the people and to provide essential services.

5. Complete the following chart by labelling the levels of decision-making which affect you, from most immediate to most distant.

Use the following issues to label your chart:

- army
- provincial highway
- new city dump
- local sewers



Answers will be personal, but with each circle, the level of authority should reflect a more distant government – from individual self-control to the federal government (local sewers, new city dump, provincial highway, army). Because of personal circumstances, answers could vary.

6. Read each of the following statements and, in the space provided, write the letter of the feature of Canadian government that it provides an example of.

- constitutional monarchy (C)
- parliamentary government (P)
- democratic government (D)

 D a. Judges are appointed and paid by the federal government.

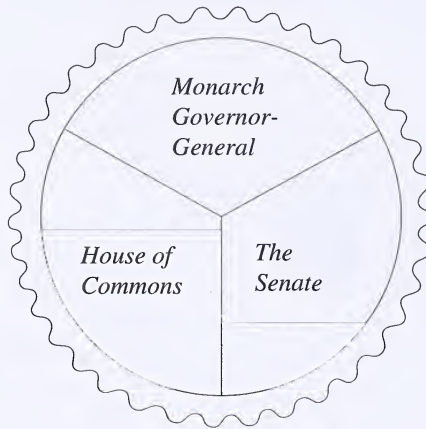
 P b. The Governor-General is the Queen's representative in government.

 P c. Canada's Parliament is made up of the House of Commons, the Senate, and the Queen.

- D d. People of Canada vote to choose their government.
- C e. The Queen’s powers are limited.
- C f. Powers of the Canadian government include unwritten usages and customs of the British Parliament.

7. Label the pieces of this Parliament pie. What are the three sections of Parliament? You may wish to colour-code the graphic and provide a separate key.

Parliament

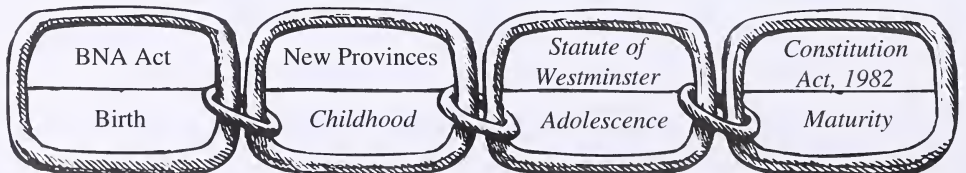


8. How can you tell that Canada’s system of government is democratic?

People are free to vote against the government. Voting is by secret ballot.

Section 2: Activity 3

1. Complete the following sequence of steps in nation building and label each step as a parallel to human development. At which step does the nation reach maturity?



2. Why should protection for human rights be included in the Constitution?

Including human rights in the Constitution is the best guarantee that human rights will not be abused.

3. Which branch of government protects human rights?

The judicial branch (courts) protects human rights.

4. Explain why the army was able to get away with the attack on Carmen Quintana.

The army was able to get away with the attack on Carmen because in Chile, the courts cannot go against anything the army does. Although there is theoretically a constitution, the people have virtually no rights or ability to restrict the government.

Teaching Suggestions

Have students try to identify as many nations of the world as possible that are totalitarian. Place them on a world map.

5. In what ways do the constitutions of democratic governments differ from those of dictatorships?

In democratic countries, the constitution limits government power and protects rights. In a dictatorship, the constitution strengthens the ruler's power and offers no guarantee of rights.

6. Canada is a democracy in which the majority rules with respect for minority rights. Why is it important that minority rights be safeguarded?

Without the safeguarding of minority rights, eventually the principle of providing for the changing of government officials (elections) would be improbable, since opposition (a minority right) to the government would be impossible. The majority would rule, but it would be tyranny.

Section 2: Activity 4

1. Use the preceding list of federal powers to indicate (please check ✓) which of the following would be considered to be federal responsibilities.

- a. the new dollar coin
- b. a new Social Studies 10 curriculum
- c. interest rates
- d. new tanks for the army
- e. sewage facilities in Calgary
- f. the 1991 census
- g. Indian land claims
- h. an increase in unemployment insurance rates

2. By the early 1990s, Canada has had eighteen prime ministers. Following are a number of Canada's former prime ministers. How many are you able to identify?



a. *Charles Joseph Clark*



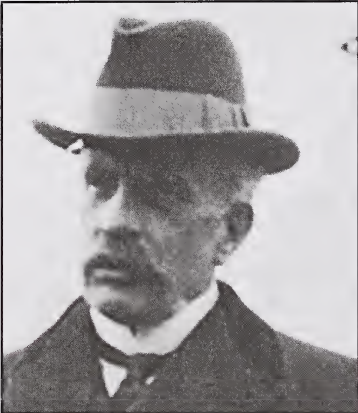
b. *Richard B. Bennett*



c. *W.L. Mackenzie King*



d. *John G. Diefenbaker*



e. *Sir Robert L. Borden*



f. *Sir Wilfrid Laurier*



g. *Louis S. St. Laurent*



h. *Lester B. Pearson*

How many were you able to identify? Here is a list of Canada's prime ministers and their terms of office (1867 to October 1992.):

| Term | Prime Minister |
|-------------|-------------------------|
| 1867–1873 | Sir John A. Macdonald |
| 1873–1878 | Alexander Mackenzie |
| 1878–1891 | Sir John A. Macdonald |
| 1891–1892 | Sir John J. C. Abbott |
| 1892–1894 | Sir John S. D. Thompson |
| 1894–1896 | Sir Mackenzie Bowell |
| 1896 | Sir Charles Tupper |
| 1896–1911 | Sir Wilfrid Laurier |
| 1911–1917 | Sir Robert L. Borden |
| 1917–1920 | Sir Robert L. Borden |
| 1920–1921 | Arthur Meighen |
| 1921–1926 | W. L. Mackenzie King |
| 1926 | Arthur Meighen |
| 1926–1930 | W. L. Mackenzie King |
| 1930–1935 | Richard B. Bennett |
| 1935–1948 | W. L. Mackenzie King |
| 1948–1957 | Louis S. St. Laurent |
| 1957–1963 | John G. Diefenbaker |
| 1963–1968 | Lester B. Pearson |
| 1968–1979 | Pierre Elliott Trudeau |
| 1979–1980 | Charles Joseph Clark |
| 1980–1984 | Pierre Elliott Trudeau |
| 1984–1984 | John Turner |
| 1984– | Brian Mulroney |

3. How is the prime minister chosen?

The PM is the leader of the political party that has elected the most members (a majority) to Parliament. He or she is asked by the Governor-General to form the government of Canada.

4. Who appoints the cabinet ministers?

The prime minister appoints cabinet ministers.

5. Two of the following statements correctly describe the role of the executive branch of the government. Circle the letters of the correct statements.

A. makes laws for the country

B. enforces, or carries out, laws

C. decides who shall be in the House of Commons

- (D) plans what laws will be proposed, then presents these to House of Commons
- E. is headed by the civil service
6. What are the responsibilities of the prime minister? Check the appropriate column for each item listed.

| Jobs or Responsibilities of the PM | Yes | No |
|---|------------|-----------|
| • chooses members of the Senate | ✓ | |
| • has final say on what bills become law | | ✓ |
| • represents Canada | ✓ | |
| • chooses members of cabinet | ✓ | |
| • selects members of Parliament | | ✓ |
| • decides when elections will be held | ✓ | |
| • is the leader of his political party | ✓ | |
| • chooses ambassadors | ✓ | |

7. What factors does the prime minister consider when choosing members of the cabinet?

Cabinet ministers must be good leaders, represent the regions of Canada, and reflect Canada's multicultural character.

8. What are the most important duties of a cabinet minister?

The most important duties of a cabinet minister include the following:

- *making sure the department's budget is adequate*
- *presenting the department's budget to Parliament for approval*
- *drawing up ideas for new laws*
- *speaking and answering questions on behalf of his/her department*

9. Which of these duties do you think is the most important? Why?

This choice is your decision. Support your choice with a valid reason.

10. What is the importance of the civil service?

The civil service provides stability to the overall operation of government departments. Civil servants are permanent employees of the government who were hired for their training and expertise.

11. Why is it important that civil servants be hired for their expertise rather than their political leanings?

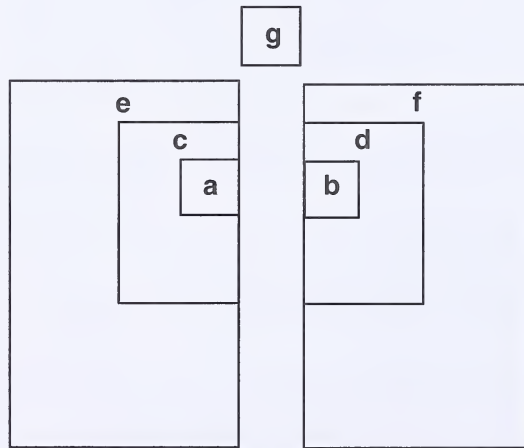
The civil service provides stability and continuing service in the department regardless of which party is in power.

12. How do members of the civil service differ from other members of the executive branch?

Characteristics of the civil service include the following:

- *they are experts in their particular area*
- *they are not elected*
- *they carry out and enforce the laws*
- *their political ties are unrelated to their jobs*

13. Identify the various people or groups in this diagram of the House of Commons.



- a. *prime minister*
- b. *the leader of the Opposition*
- c. *the cabinet*
- d. *the opposition critics (shadow cabinet)*

- e. *government backbenchers*
- f. *opposition backbenchers*
- g. *the Speaker*

14. How are members of the House of Commons selected?

Members of Parliament are elected by the voters in each of the 295 ridings in Canada. One MP is elected in each riding.

15. How long do members of Parliament serve?

MPs serve for five years, or until the next election is called, whichever is shorter.

16. Who sits on the front benches to the right of the Speaker?

The cabinet and prime minister sit on the front benches.

17. How many MPs are there in the House of Commons?

295 members in 1992

18. At what age may you run for office in a federal election?

18 years and older

19. What is the role of the opposition in the House of Commons?

The role of the opposition includes the following:

- *to question the government about the operation of government departments*
- *to ask questions on behalf of the citizens of Canada*

20. How are senators selected?

Currently senators are selected by the prime minister from a list of candidates prepared by the premier of the province that the senator is to represent. This process is subject to change with continuing constitutional talks.

21. How long may they serve?

Senators may serve until they reach the age of 75 years. They may choose to retire sooner if they wish.

22. What are three roles of the Senate?

The Senate has the following duties and responsibilities:

- *acts as a check on the power of the House of Commons*
- *may reject bills passed by the House of Commons*
- *represents the interests of the provinces and territories at the federal level*
- *may introduce and pass bills itself*

23. Look at the number of senators per province. Which areas do you think would most likely want to reform the Senate?

Probably the western provinces would want reforms, since they have four fewer senators than Quebec and Ontario. The Atlantic provinces would also want extra representation.

24. How is the Governor-General selected?

The Governor-General is appointed by the Queen on the recommendation of the prime minister.

25. What roles does the Governor-General play in the legislative branch?

The Governor-General's legislative role is to sign bills that have been passed by both the House of Commons and the Senate on behalf of the Queen; once signed, the bill becomes law.

26. From the information given regarding the process of lawmaking, in your own words briefly summarize the steps involved in passing a bill.

Cabinet prepares the bill; the bill is given three readings in the House of Commons; the bill is sent to the Senate; and the bill receives royal assent from the Governor-General.

27. For what reason is a proposed bill given such a thorough examination before it becomes law?

Careful scrutiny ensures that the proposed law will be in the best interests of Canada.

28. There are three parts to the legislative branch of government. Indicate whether the member of each part is elected or appointed.

- House of Commons _____ *elected* _____
- Senate _____ *appointed* _____
- Governor-General _____ *appointed* _____

29. The three functions of the judicial branch are

The functions of the judicial branch include the following:

- *hear trials of people accused of breaking the law*
- *hear appeals of sentences handed out by lower courts*
- *interpret what each law means*

30. The highest court of appeal in Canada is *the Supreme Court of Canada*.

A 16-year old accused of breaking and entering would have a trial in *Juvenile Court (The accused is under 18.)*.

31. If a person is convicted of a crime in the Magistrate's Court, in which three courts may his appeal be heard?

Appeals may be heard in the following courts:

- *the Provincial Superior Court*
- *the Federal Court of Canada*
- *the Supreme Court of Canada*

Section 2: Activity 5

1. Education falls under provincial jurisdiction. What problems might this pose for a student moving from one province to another?

Students who move from one province to another are faced with different subject content at various grade levels.

2. Name the provincial counterpart to these federal levels of government.

- House of Commons _____ *Legislature* _____
- Prime Minister _____ *Premier* _____
- Governor-General _____ *Lieutenant-Governor* _____

REMEMBER: *The Senate is also a part of the legislative process, but it has no parallel in provincial government.*

Section 2: Activity 6

1. Municipal government is the level of government closest to the people. Which activities of your local government have a direct effect on you?

Your list could include fire protection, sewers and water, police, libraries, parks, ambulance service, public transit, pet control, snow removal, etc.

2. Match the urban title to the appropriate corresponding rural title.

| Rural | Urban |
|------------------------------------|-------------|
| _____ <i>b</i> • reeve | a. city |
| _____ <i>c</i> • county councillor | b. mayor |
| _____ <i>a</i> • county | c. alderman |

3. Most municipal governments provide many local services. List four such services.

Only a partial list is provided here; other answers may be acceptable.

- *They make decisions about such things as parking, traffic lights, snow and garbage removal, and road repairs.*
- *The municipal government decides about the location of public parks, arenas, and libraries.*
- *They make bylaws to regulate firefighters, police officers, local businesses, and school systems.*

4. Complete the following charts as a review of the three levels of government.

Please note that answers for Question 4.a., 4.b., and 4.c. may change after any election. The answers given are correct for October 1992.

a.

| Municipal Government | |
|---|--|
| <i>These answers will depend on where you live. Do you know the members of your municipal government?</i> | |
| The name of my municipality is _____. | |
| The mayor or reeve is _____. | |
| My alderman or councillor is _____. | |

b.

| Provincial Government (1992, Alberta) | |
|--|--|
| The Lieutenant-Governor is <i>Gordon Towers</i> . | |
| The premier is <i>Don Getty</i> , | |
| leader of the <i>Progressive Conservative</i> party. | |
| The leader of the Opposition is <i>Ray Martin</i> , | |
| the leader of the <i>New Democratic</i> party. | |
| The leader of the third largest party, the <i>Liberal party</i> , | |
| is <i>Laurence Decore</i> . | |
| My member of the legislative assembly is (<i>personal answer</i>). | |

c.

Federal Government (1992)

The Governor-General is *Ray Hnatyshyn*.

The prime minister is *Brian Mulroney*,
leader of the *Progressive Conservative* party.

The leader of the Opposition is *Jean Chretien*,
the leader of the *Liberal* party.

The leader of the third largest party, the *New Democrats*,
is *Audrey McLaughlin*.

My member of Parliament is (*personal answer*).

Teaching Suggestions

- Have student make a poster in three parts, or divide students into groups, to show the powers of the three levels of government. Pictures on the posters should show responsibilities of each level.
- Students could gather pictures of their municipal government, officials, and activities.

Section 2: Activity 7

You are to choose **either** Question A **or** Question B of this activity.

Question A

1. What issue is raised by the preceding article and cartoon?

Should the extent of government authority be decreased?

2. Describe the factors which have contributed to the growth of government in Canada.

The description should include the growth of the welfare state and modern concerns of pollution and the protection of the environment.

3. Evaluate the effectiveness of big government.

This response should include a discussion of double government and bureaucracy.

4. Suggest other possibilities that would provide desirable alternatives to government involvement in welfare, pollution, and the environment.

Suggestions could include personal views regarding the extent of government involvement and the idea that reform is possible.

5. State your position on the issue and list the arguments which support it.

*Your position must be supported by valid arguments. **IF** government is to be decreased, you must show that another agency would be more effective in dealing with the environment, welfare, etc. **IF** government is not to be decreased, you must indicate how its undesirable characteristics can be changed.*

Question B

6. What issue is raised by the preceding article?

Should the powers of the executive branch of government be reduced?

7. State the intended purpose of the executive.

Its purpose is to administer the country and carry out the laws and policies of government.

8. Identify the factors which increased the power of the executive.

The growth of government led to increased cabinet size and the growth of the PCO (Privy Council Office) and PMO (Prime Minister's Office).

9. Evaluate the effectiveness of the executive branch of government.

Your evaluation must include a description of the civil service and its ability to help government leaders.

10. State your position on the issue and list the arguments which support it.

Arguments supporting a reduction of executive power might centre on the reduced accessibility and accountability of the executive to the House of Commons. Arguments supporting the maintenance of executive power might focus on the government's ultimate reliance on the support of the people.

Section 2: Follow-up Activities

Teaching Suggestions

Research to find out how much money members of Parliament and Senators are paid per year.

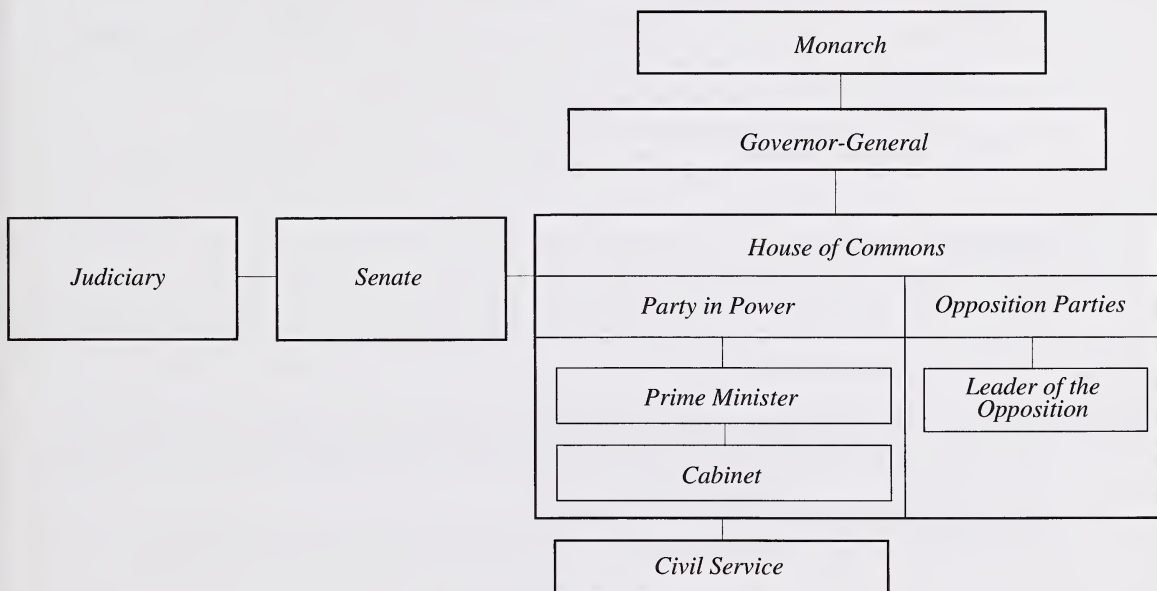
Extra Help

1. Beside each of the listed items, put F if it would be handled by the federal government, P if by the provincial government, or L if by the local government.
- P a. speed limit on the Edmonton-Calgary highway
 - P b. University of Calgary
 - F c. Canadian army
 - F d. postal service
 - L e. sewage in Lethbridge
 - P f. oil sands in Alberta
 - F g. income tax
 - L h. street lights
 - F i. air mail
 - F j. free trade with U.S.A.

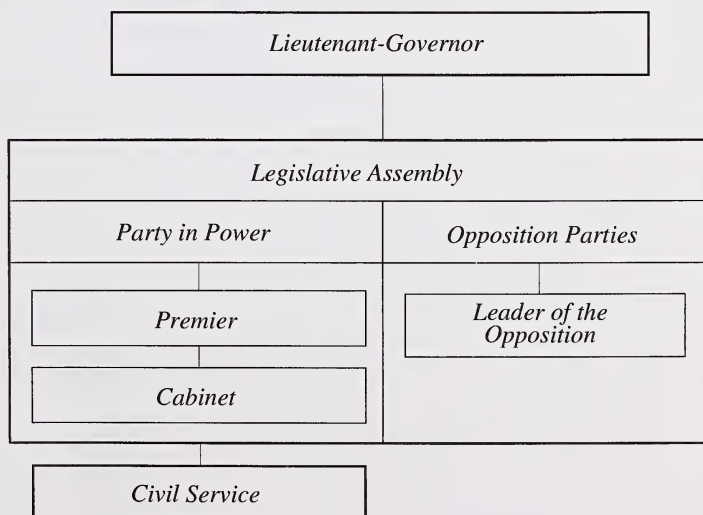
2. Place each of the following terms in the appropriate place in the accompanying charts. Some terms will be used more than once.

See the following charts for the outlines of the federal and provincial governments. What similarities exist between the two systems?

Federal Government



Provincial Government



Enrichment

1. What issue is raised by the preceding article?

Should the Senate be abolished or kept?

2. Evaluate the effectiveness of the Senate in fulfilling its intended purpose.

Your evaluation must compare the duties of the Senate with its actual record of accomplishment.

3. State a position on the issue and defend it with sound arguments.

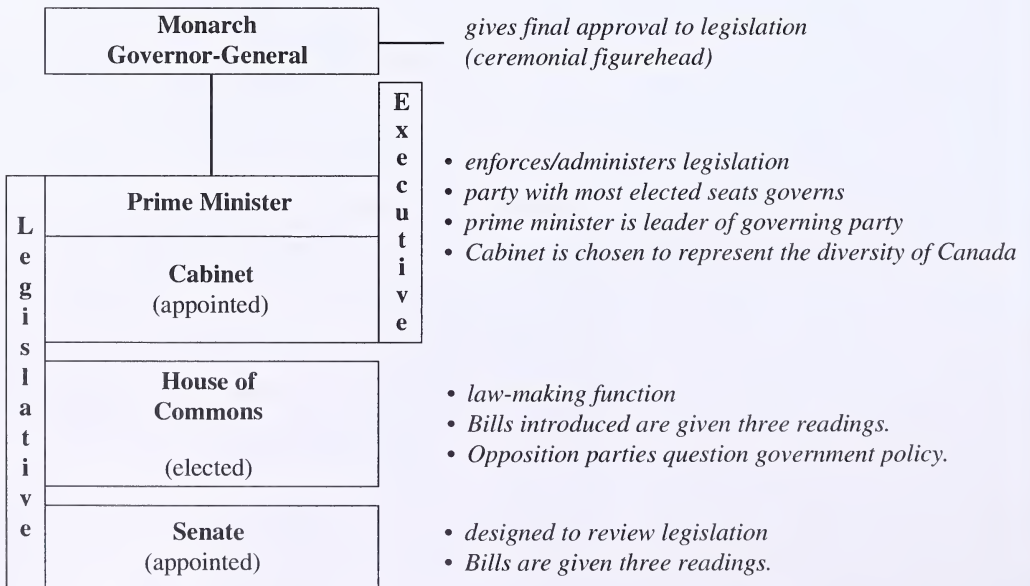
Base arguments on the article's items favouring or rejecting the abolition of the Senate.

Section 2 Assignment

Choose **either** the federal **or** provincial level of government. On the appropriate response pages draw a diagram showing the structure and describing the functions of the legislative and executive branches of that level of government.

Your diagram and description should include reference to the division of power, the branches of government, the roles of government leaders (for example, prime minister, leader of the Opposition, etc.), and the decision-making process.

The diagram and description of government could bear some resemblance to the following.



Section 3: The Political Process

Key Concepts

- **representative democracy**
- **responsible government**
- **mass media**
- **interest groups**

In this section students should work towards the following:

- Students should recognize the features of representative democracy.
- Students should recognize that politics are a feature of everyday life.
- Students should understand that political processes are influenced by a variety of groups representing a variety of interests.

Section 3: Activity 1

1. In a paragraph describe the process necessary for choosing a representative to participate in the decision-making process.

Your paragraph should include the idea that representative democracy is a system of government in which the people choose representatives to hold government positions and that the process involves the following components:

- *Voters* – all citizens 18 years of age and older eligible
- *Candidates* – politicians seeking public election
- *Constituencies* – political divisions within Canada
- *Voting System* – election based on a simple majority
- *Administrators* – officials who ensure a legal voting process

2. Is every Canadian voter eligible to vote for the prime minister? Explain.

A voter may vote only for candidates within his or her constituency. Only one constituency out of Canada's present 295 would have voters voting directly for the person who becomes PM.

3. How is a majority government decided?

In 1992, the party which wins 148 or more seats forms a majority government; a party which wins over half the seats in Parliament.

4. Upon what relationship does a minority government depend for political stability?

A smaller party must agree to support the government in return for certain favours.

5. Are the policies of a minority government more likely or less likely to reflect the interests of a majority of Canadians? Explain.

While minority governments are unstable, they are likely to produce legislation based on compromise; and this would tend to reflect a more general interest.

6. Explain the importance of political parties.

Political parties provide a method of organization for people with common goals. They keep the public informed and they form the basic structure for the election of a government.

7. Why have the policies of modern parties become vague and general?

It seems that vague, general policies are more likely to have more mass appeal than specific ones.

8. What does the author of *The Policy Organizers* mean when he suggests that all Canadian political parties presumably support motherhood and stray kittens?

All political parties attempt to appeal to as many people as possible.

9. Since Canada is such a diverse country, should citizens vote on the basis of party politics or local representation? Explain.

The question raises a problem with the party system in a regionally diverse country. Can a party represent the interests of urban Toronto and rural Saskatchewan equally well? Your answer will reflect a personal opinion.

Section 3: Activity 2

Teaching Suggestions

Contact representatives from the major political parties, and have them send material explaining their party's basic views.

1. Compromise is important in a democracy. Describe what might happen in a situation in which no one was willing to compromise. What effect might an unwillingness to compromise have on a democracy?

Compromise reflects a consideration of the views of a minority. Respect for minority rights is essential in a democracy. An increase in the number of lobby groups or increased awareness of minority-rights concerns through the mass media might be the result of non-compromise. Ultimately, a majority government could be defeated on proposed legislation, and an election would have to be called. This is part of the democratic process.

2. Match each of the following pressure groups with the issue it would most likely support. Draw a line to connect the pressure groups with the issues.

| Pressure Groups | Issues |
|-------------------------------|----------------------------------|
| Committee of Canadian Women – | • Sunday shopping |
| Canadian Labour Congress – | • health and safety |
| non-smokers – | • free day-care |
| store owners – | • strictly enforced traffic code |
| working parents – | • equality |
| PRIDE – | • smoke-free environment |

3. List some of the methods used by the pressure groups to achieve their objectives.

Pressure groups may use the following methods to achieve their objectives:

- gain access to and influence cabinet ministers and senior civil servants
- encourage the public to write members of Parliament
- submit briefs to standing committees
- appeal to the general public

4. Which method would you consider the most effective? Support your answer.

Answers will be personal and must be logically supported.

5. From the following list, circle the letters of the items which would be most useful in influencing government policy.

- (A) mass media
- (B) massive public rallies
- C. letters to the editor
- D. phoning your member of Parliament
- E. public speaking
- F. picketing

6. What generalization can you make regarding the most likely way to be successful in influencing government policy?

The more people involved in seeking change, the more likely that change will take place.

Section 3: Activity 3

1. Compare the advantages (pros) and disadvantages (cons) of newspapers and television as news media.

| Media | Pros | Cons |
|-------------------|---|--|
| Newspapers | <ul style="list-style-type: none"> • <i>in-depth reporting</i> • <i>less expensive</i> • <i>more extensive reports</i> • <i>can be reread and rechecked</i> | <ul style="list-style-type: none"> • <i>time delay to printing</i> • <i>sensationalizing</i> • <i>distortion of news items</i> • <i>availability may be problem</i> |
| Television | <ul style="list-style-type: none"> • <i>live coverage</i> • <i>useful summary of major events</i> • <i>full colour</i> • <i>many scenes and angles possible</i> | <ul style="list-style-type: none"> • <i>over-simplification of news items</i> • <i>high cost</i> • <i>distortion of news items</i> • <i>sensationalizing</i> • <i>overuse of talking head</i> |

2. What has contributed to the success of television as a news media?

Drama, action, and personalities have contributed to the success of TV as a news media.

3. Why do modern political campaigns focus on image rather than issues?

Image seems to have more impact on people's voting decisions than do the issues.

4. Do high-tech campaigns pose serious problems for a representative democracy?

Yes. Good government depends upon an informed electorate and responsible decision makers. This process is not aided by a system which gives advantage to good lookers and smooth talkers.

Section 3: Follow-up Activities

Extra Help

Indicate if each of the following statements is T (true) or F (false).

- T 1. One of the key principles of democracy is that people should govern themselves.
- T 2. Any Canadian citizen, 18 years of age or older, has the right to vote.
- F 3. Most elected representatives in Ottawa do not belong to a major political party.
- T 4. Most laws passed by government involve compromise and negotiation.
- T 5. Groups that represent individuals and that seek to influence government policy are pressure groups.
- F 6. The most successful method of influencing government policy is by writing letters to a member of Parliament.
- T 7. A constituency is a political division from which a representative is elected to government.
- F 8. All Canadians vote for the prime minister.
- F 9. Majority government requires winning over 50 percent of the popular vote.
- F 10. Television offers a more thorough report on government business than does the press.

Enrichment

1. Explain how the rise of the Social Credit and CCF parties is evidence of a healthy representative democracy.

Your paragraph should identify the methods which were used to influence government policy, the formation of political movements with specific objectives, the formation of political parties, the appeal to mass support, and the election process.

2. List any other minor political parties which exist in Canada today.

Answers could include the following:

- *CORE (Confederation of Regions)*
- *Reform Party*
- *Rhinoceros Party*
- *Western Independence Party*

3. Does the Reform Party have members in the current federal Parliament? Does this show an interest by Canadians in new political parties, in preference to the older ones? Explain.

As of October 1992, there is one Reform Party member of Parliament – D. Gray from Alberta. Feelings expressed in regards to the Reform Party and other new parties will vary. Many constituencies are nominating members in preparation for an election. Membership in the Reform Party is even spreading to Eastern Canada.

Section 3 Assignment

As a concerned citizen, you are disturbed by a government proposal to locate a toxic waste dump near your community. You feel that such action would do serious harm to the health of local residents.

Describe the action you would take to influence government policy on this matter. Your description should include at least **three** methods which could be used to influence the government's decision.

Describe each method in a separate paragraph. Your report should be about a page and a half long.

The description should explore the possibility of electing a representative of a political party whose policies best reflect the interests of the citizens. The students should describe the methods used by pressure groups to influence government policy (demonstrations, public appeals, media, campaigns, cabinet connections).

Final Module Assignment

Imagine you are visiting a society that had been ruled by a dictatorship. The government demanded absolute obedience from all the people. The police were very watchful and there was even television monitoring of the population on a continual basis. Large posters constantly reminded everyone that the state was watching them. It was very dangerous to forget this.

People who resisted the will of the government disappeared. They were vapourized. There was no trial, and after the vapourization there was no record of the incident.

You have been hired by the citizens of this society to recommend changes in their form of government.

The citizens have just overthrown the dictator and want to set up a government modelled after the Canadian political system.

Write a report of two to three pages in length which explains the basic structure and ideas that they should follow. You should include the following items:

- constitution
- levels of government
- powers and branches of government (legislative, executive, judicial)
- the process of decision making
- citizen participation
- means of ensuring fairness and avoiding dictatorship

The citizens of this country would want freedom and rights for everyone rather than arbitrary rule where the government dictates everything and even a citizen's life can be taken at the whim of government officials. Centuries ago, emperors and kings had this power. They held life-and-death control over their subjects, who were really only property of the rulers. The development of representative government is the story of the people gradually developing freedom and rights such as the people would be seeking.

The student, therefore, might describe the desirability of the systems of governing and the institutions studied in this module. The students should select the elements which seem most suitable and consistent in relation to the problems perceived. Some of the following should be mentioned.

- *The government should be elected so that the people control it.*
- *Probably, the people will elect the members who make the laws which govern the country.*
- *Citizens will have the freedom to dissent, form pressure groups, or take the government to court.*

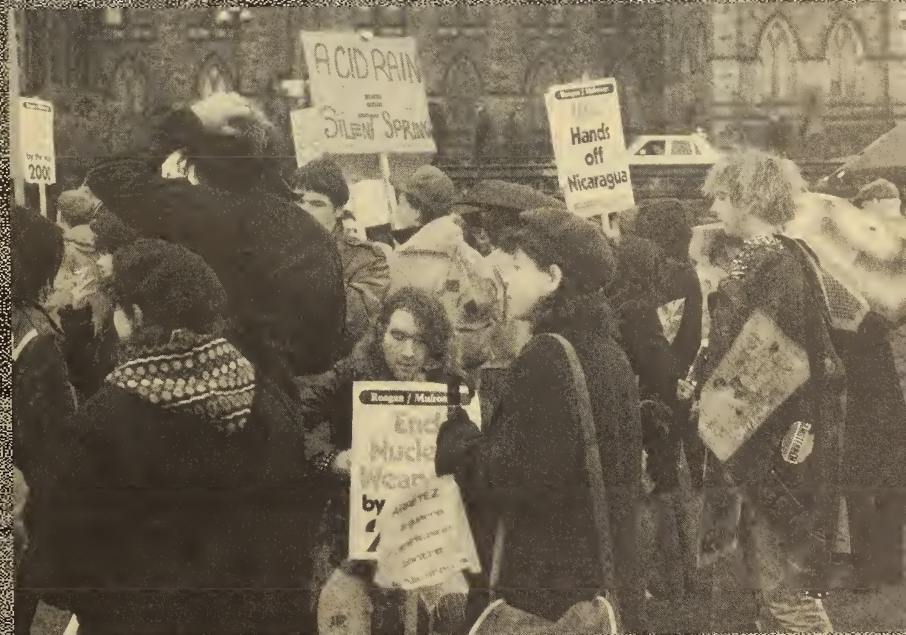
- *The government should have three areas of activity:*
 - *legislative*
 - *executive*
 - *judicial*
- *If the country is small, there likely will be a unitary system with only a national and local government.*
- *If the country is large, it will likely have a federal system with a national government and regional governments (e.g., provincial) which share specific powers.*
- *The philosophy and operation of government will be described in the constitution, as well as the division of powers and responsibilities for a federal system.*

Students should elaborate and give details to explain their view of an ideal system. Their discussion should describe elements of Canadian practices.

LEARNING FACILITATOR'S MANUAL

**SOCIAL
STUDIES
10**

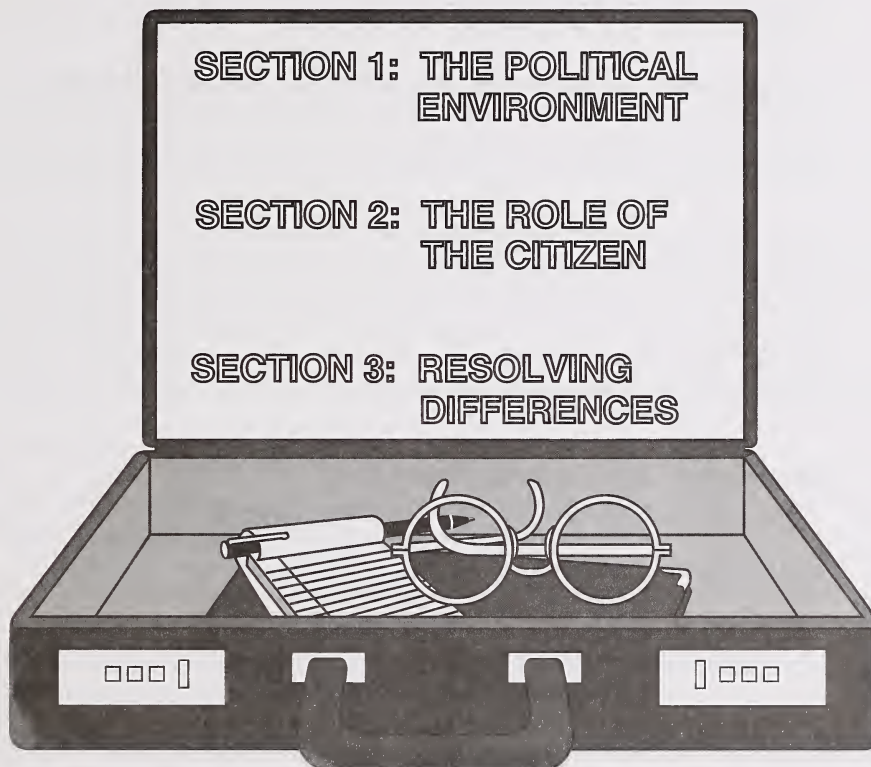
M O D U L E 5 **CITIZEN PARTICIPATION**



Cover Photo: Courtesy The PATTY MILLIGAN Collection

Module 5: Citizen Participation – Overview

Module 5 emphasizes the role of the citizen in the political process. It contains three sections.



Evaluation

The evaluation of this module will be based on four assignments:

| | |
|-------------------------|-------------|
| Section 1 Assignment | 15% |
| Section 2 Assignment | 25% |
| Section 3 Assignment | 10% |
| Final Module Assignment | <u>50%</u> |
| TOTAL | 100% |

Please Note:

There are alternative activities based on video programs that you may wish your students to do. One is in Activity 3 of Section 1. It requires the video *Frozen Caution: Land Claims and Aboriginal Rights*. The other is in Extra Help of Section 2 relating to the program *The Birch River Campaign*. If you plan to use them you may wish to order them now.

There may be an interest in pursuing the topic of native land rights more fully in the classroom. If so, a very useful book is available on the subject. It is *Legacy Indian Treaty Relationships* (Plains Publishing Inc., Edmonton, AB; ISBN 0-920985-31-9) and was written by Richard Price, a professor of Native Studies at the University of Alberta. You may enjoy reading it and presenting its ideas.

The book explains the events and trends involved clearly and in a nontechnical fashion. It is profusely and colorfully illustrated. The volume is structured with the teacher in mind. The chapters are divided into units which have major questions beginning each one to organize thinking about them. At the end of each unit is a page with three aids to the study of the unit. These are ideas to discuss, issues to study, and definitions of the main terms in the material. You may obtain the book from the Learning Resources Distributing Centre.

Section 1: The Political Environment

Key Concepts

- **political attitudes**
- **political influences**

This section examines how the historic, geographic, economic, and social factors influence the political environment which helps determine political attitudes.

Section 1: Activity 1

1. What is meant by the term “political environment”?

The term “political environment” refers to the attitudes and ideals that individual Canadians or groups may favour.

2. Identify four factors which have shaped the Canadian political environment.

Four factors which have helped to shape the Canadian political environment are the following:

- *ethnic conflicts*
- *geographical diversity*
- *history*
- *economics and personal wealth*

3. These questions should help you find relationships between political environments and the influences on them. Discuss the questions with your friends, teachers, or parents. Ask them the questions and have them respond, or get them to ask you the questions and you respond. Give brief answers for each question.

A great variety of responses are expected. Answers will vary.

- a. Why has democracy failed in the past? Why do some democratic leaders become antidemocratic and contradict democracy's ideals?

Abuse of democracy often centres on the abuse of power and responsibility. Power is used for one's own ends rather than the people.

The oppressed when given power and position become oppressors. You could discuss this further. Why, for example, do the oppressed accept the way of thinking that keeps them under the oppressor's control?

Teaching Suggestions

Students could do some research on the origin of democracy in ancient Athens. How was their democracy different from modern Canadian democracy.

- b. What is the big problem of all human societies? What is a problem reaching crisis proportions in the Third World undeveloped countries?

Mention should be made to unequal access to resources. But again – your responses will vary.

- c. How can a democratic society help to bring a greater equality in society and in the world?

Government legislation and restructuring of the economic system can work towards bringing about greater equality. This, of course, relates to changes in education and mind-set – the way you think.

- d. In Canada, how has settlement helped to create inequality?

Canada's manufacturing industry and population is concentrated in Ontario and Quebec (St. Lawrence Valley).

Sparsely settled areas lack resources and access to wealth produced in Central Canada.

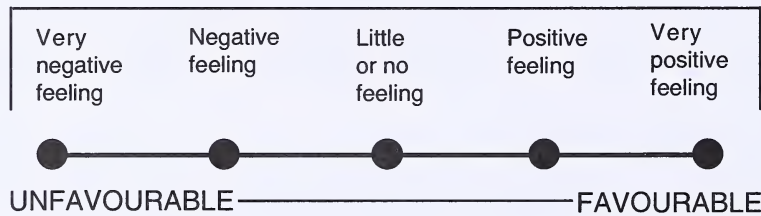
- e. Why do people fail to use their vote? What could this suggest about their own political environment?

Failure to vote has many reasons.

It can denote frustration and disillusionment with the process of voting, election process, etc. If happening consistently, this may suggest some major flaws in the political system itself.

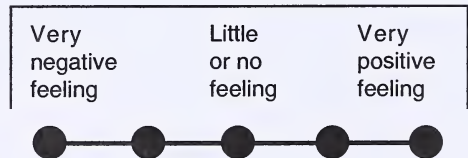
Section 1: Activity 2

1. A **symbol** is something that stands for, or represents something else. The pictures here show some well-known symbols, lettered a. to o. Examine each one carefully. Indicate your personal reactions to each of the symbols using this scale.

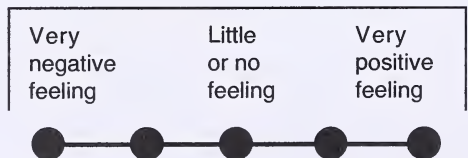


The first part of the survey involves political symbols. Circle your reaction to each symbol.

a.



b.

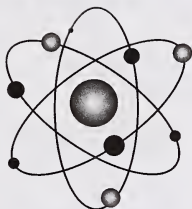


c.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

d.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

e.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

f.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

g.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

h.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

i.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

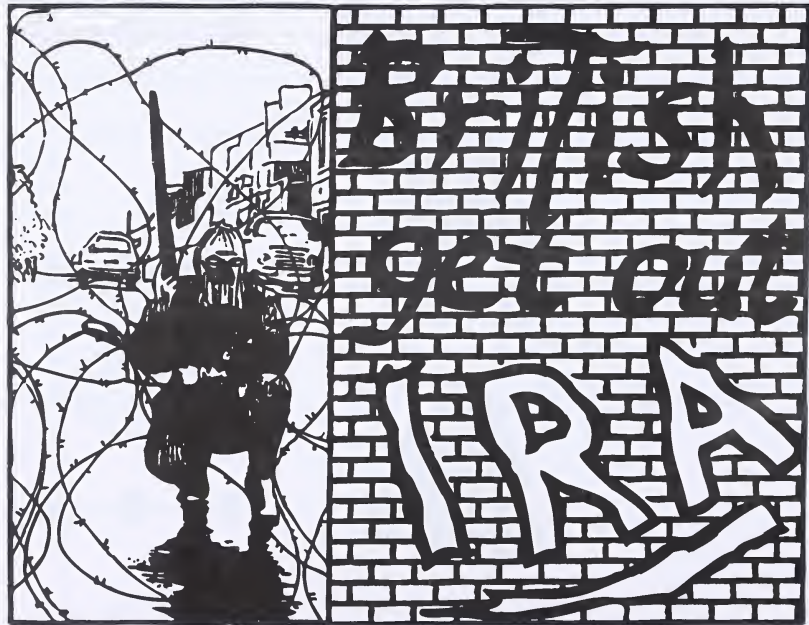
j.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

The second part of the survey contains sketches of assorted types of political activities. Circle your reaction to each of the following pictured activities.

k.



| | | |
|-----------------------|----------------------|-----------------------|
| Very negative feeling | Little or no feeling | Very positive feeling |
| ● | ● | ● |

l.



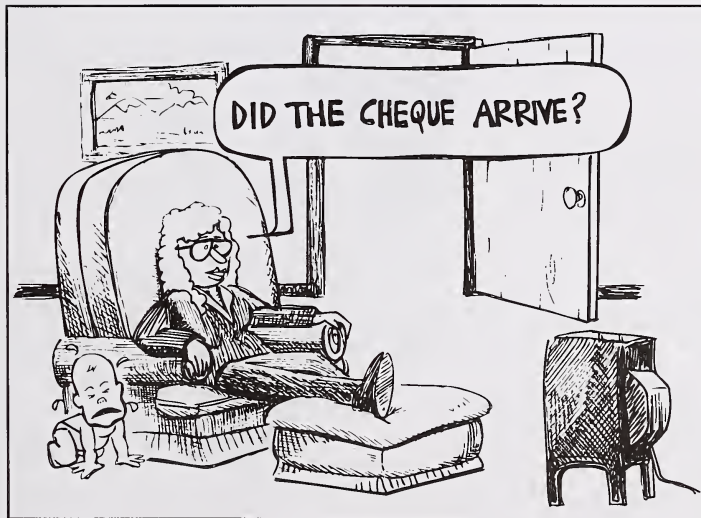
Very
negative
feeling

Little
or no
feeling

Very
positive
feeling



m.



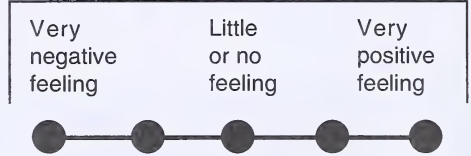
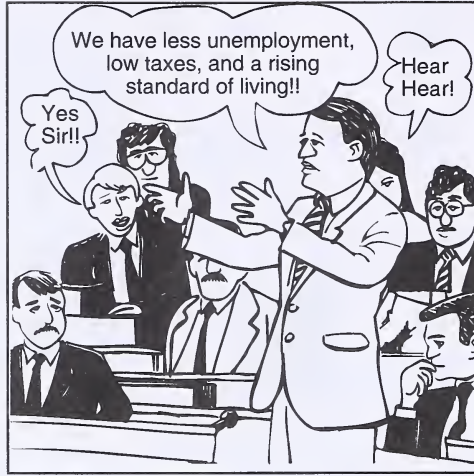
Very
negative
feeling

Little
or no
feeling

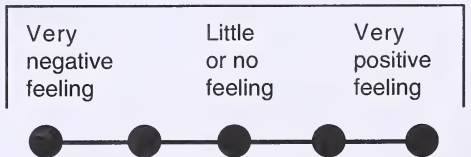
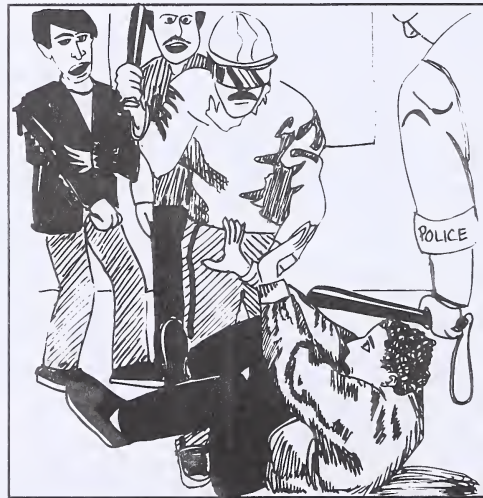
Very
positive
feeling



n.



o.



a. – o. Answers are personal. Have you thought about why you feel as you do about the various symbols and situations?

Teaching Suggestions

- What other political symbols can students think of?
- What are some symbols that might draw different reactions from different people?
- Make a poster of various symbols.

2. Discuss the following questions with your family, friends, classmates, or teacher. Answer each briefly.
 - a. When you were born, you had no feelings toward any of the given political symbols. Where did the ones you now experience come from? Choose several of these symbols and discuss.
 - b. Did the pictures of political activities prompt a response from you? Which one aroused your strongest feelings? Why? In what way is the picture you chose a political activity?

Responses will vary for a. and b. Answers should include the following:

- *personal experiences*
- *your knowledge of what form of political activity is taking place*
- *a discussion of the relevance of several images*

3. Explain in your own words what is meant by the term “political attitude”.

A political attitude is a personal opinion on current public issues.

4. Discuss the following questions. If you like, play the role of teacher-questioner with your fellow students or family members. Answer each briefly.

Answers will vary. The following are suggestions only.

- a. How could a person’s political attitude relate to his or her personality and emotions (feelings)?

A feeling (or sympathy) for the less-privileged – the have-nots, – could prompt support for Leftist ideas. The authoritarian personality may support the Right.

- b. What major influences could cause you to change your political attitudes?

A major influence could relate to drastic reductions in your standard of living. There are many others – not all materialistic.

- c. Which of the three preceding attitudes (A, B, or C) remains very strong in Canada? In your region? Why?

Your answer here is individual but should provide some specific reasons.

5. Which of the given influences (family, media, school, peer group, church, workplace, and other groups) have most shaped your basic political attitudes? Support your conclusion with specific examples.

Responses will be personal and individual. Have you supported your answer?

Section 1: Activity 3

Do **either** Part A **or** Part B. Part A involves a video, *Frozen Caution: Land Claims and Aboriginal Rights*. Part B is a print alternative. If you have access to the video do Part A. If not, you may do Part B.

Part A

1. Had the people lost their rights to the land through formal agreement or through defeat in war? Explain.

The Natives did not lose their land through either formal agreement nor defeat in war. According to the words of King George, their rights should have been protected by the Crown, but the government simply appropriated the lands in consideration of private interests.

2. How did the people seem to consider the land situation in relation to the future?

The Natives saw their people living there far into the future. The Chief said they would be on the land for thousands of years and the elder said the land was for their people, mostly for those yet to be born.

3. In setting up reservations as a result of treaties, governments of other days hoped that it would lead to Natives adopting the whiteman's style of living. Would the Chief's plans for the land and his people probably lead to this result? Explain.

It would seem to. The Chief wanted Native leaders to be managing and operating businesses that would use the resources. These businesses in turn would provide work for the people.

Part B

1. Who were the first people in Canada?

The Native Indians were the first people in Canada.

2. Discuss the reasons that native land claims became an issue in Canada.

Native land claims became an issue for the following reasons:

- *private ownership of land and resources was not part of the Native culture*
- *settlers did not consult Natives when they took ownership of land*

3. a. Who were the first Europeans?

The French were the first Europeans.

- b. Where did they settle?

They settled along the St. Lawrence River in New France (now Quebec).

4. What concessions did Britain give French-Canadians in the Quebec Act of 1774?

Britain recognized the following:

- *French language*
- *French civil law*
- *Roman Catholic religion*

5. Why did English become the dominant culture in Canada by 1900?

The British conquered the French in 1759, and from then until 1900 the large majority of immigrants were English speaking, or settled in the English-speaking regions.

6. Briefly describe why Canada could be said to have a multicultural society.

Before 1900, most of the population of Canada was of British, French, or Native origin. After 1900, the federal government actively recruited immigrants from mainland Europe. These people did not lose their cultural identity, and they created a strong voice for recognition of their minority groups.

7. Recall the questions you were to consider as you read each of the preceding four historical passages. Chart your answers to these questions under the headings provided in the following chart. The first one is done for you.

| Groups in Conflict | Causes of Conflict | Immediate Outcomes |
|---|--|--|
| Métis vs. English | <ul style="list-style-type: none"> • land ownership | <ul style="list-style-type: none"> • Métis defeated • Rebellion crushed • Riel hanged |
| <i>Japanese</i> vs. <i>non-Oriental</i> <i>Canadians</i> | <ul style="list-style-type: none"> • <i>ethnic origins</i> | <ul style="list-style-type: none"> • <i>internment during WW II</i> |
| <i>French</i> vs. <i>English-speaking</i> <i>Canadians</i> | <ul style="list-style-type: none"> • <i>language rights</i> | <ul style="list-style-type: none"> • <i>compromise; use of French in local airports possible</i> |
| <i>French-speaking</i> vs. <i>English-speaking</i> <i>Quebeckers</i> | <ul style="list-style-type: none"> • <i>language rights</i> | <ul style="list-style-type: none"> • <i>many English-speaking families move out of Quebec</i> |
| <i>Natives</i> vs. <i>non-Native</i> <i>Canadians</i> | <ul style="list-style-type: none"> • <i>land ownership</i> | <ul style="list-style-type: none"> • <i>armed confrontation at Oka</i> • <i>policeman killed</i> • <i>army subdued Natives</i> • <i>Natives arrested</i> |

8. Which of the democratic ideals were involved in each of the four preceding historical examples? The first one is done for you.
- a. Métis vs. English
minority rights
 - b. Japanese vs. non-Oriental Canadians
minority rights, equality
 - c. French-speaking vs. English-speaking Canadians
minority rights, equality
 - d. French-speaking vs. English-speaking Quebeckers
equality, government by law
 - e. Natives vs. non-Native Canadians
minority rights, government by law, freedom
9. How does a knowledge of Canada's ethnic groups contribute to an understanding of the political environment?

The diversity of people in Canada has often created issues that pose difficulties for the application of Canada's democratic principles. In the past, some groups (such as Métis and Japanese Canadians) were deprived of their rights as Canadian citizens. Canadians continue to work towards a greater understanding and knowledge of different cultures.

Teaching Suggestions

What other ethnic conflicts can students add to this list, from their knowledge of Canadian history or current events?

Section 1: Activity 4

1. How does the cartoon suggest that Canada's political attitudes may be shaped by the media?

*Much of Canada's media (e.g., CBC, CTV, Global TV, **Globe and Mail**, etc.) is headquartered in Central Canada. Some people believe that they tend to reflect primarily a Central Canadian bias in their coverage of issues in this country.*

2. Western separatists maintain that westerners feel powerless to influence events and turn to their provincial governments for protection of their interests. How does the media (as represented in this cartoon) reinforce this feeling of powerlessness and alienation?

"What Canada really and truly is underneath it all" is flashed on the TV screen. The government buildings in Ottawa are in the background.

The implication is that Canada is defined by the East and the Ottawa-based federal system. The West is not even considered.

3. How has the geography of Canada (and its settlement patterns) influenced the control and concentration of the media in Canada?

The vast concentration of Canada's population is located in Ontario and Quebec. This had led to concentration of media power and control in Central Canada.

4. Can any of the political attitudes you hold be classified as attitudes that result from a feeling of regionalism? Explain.

Your answers here are personal. Be sure to provide reasons for your opinion.

5. Discuss the following questions with your family, fellow students, friends, or teacher. Answer each briefly.

- a. Explain the meaning of the term "regionalism". How does it affect your life? How will it affect your future?

The term "regionalism" refers to feelings of identity and loyalty to a particular area or region of Canada. Your answer to how it affects your life will be personal.

- b. To which do you feel the greatest loyalty – to your country, to your province, or to your home community? Why?

Your answers to this question will be personal. Be sure to provide reasons for your opinion.

- c. A region "has no political boundaries ... but possesses a particular identity, or character." What does this mean?

A region is not a political unit.

Teaching Suggestions

Have students watch a national newscast on TV. How many stories deal with the following:

- international news?
- national news?
- local news?

Which areas of Canada are most often discussed in the local news category?

6. Analyse each bulletin under the following headings:

- (1) summary of the issue
- (2) nature of foreign influence: economic, cultural, or political
- (3) possible solutions

a. Oshawa, Ontario

- (1) *Canadian auto industry jobs have been lost.*
- (2) *The foreign influence is economic.*
- (3) *The Canadian government should investigate the change and possibly renegotiate the pact.*

b. Vancouver, British Columbia

- (1) *An American coach says that the Canadian Football League should not discriminate against American players.*
- (2) *The foreign influence is political and cultural.*
- (3) *The CFL could be opened to American players for a timed trial period, and then the question could be reviewed.*

c. Banff, Alberta

- (1) *Talented people often leave Canada for the U.S.*
- (2) *The foreign influence is cultural and economic.*
- (3) *Government programs could be developed to encourage the entertainment industry in Canada.*

d. Inuvik, Northwest Territories

- (1) *Russian scientists are conducting research in the Canadian Arctic.*
- (2) *The foreign influence is political and economic.*
- (3) *Joint Canada-Russian Arctic research teams could be encouraged.*

e. Winnipeg, Manitoba

- (1) *The Canadian branch of a plant has been closed by the American owner. Canadian workers will lose their jobs.*
- (2) *The foreign influence is economic.*
- (3) *The Canadian and U.S. governments could investigate. A tariff could be placed on clothing goods imported from the United States.*

7. In how many ways is your life in Canada affected by the United States? Write a short paragraph explaining some of the ways. These questions may help you.

- How many products do you use that are made in the United States? What are some of them?
- How much of your entertainment originates in the United States?
- What news items illustrate United States' influence?
- How many of your popular heroes (sports, entertainment, politics, etc.) are American? Can you name some?

Your answers will be personal. These are some possible answers:

- *Products might include foods (e.g. fresh produce – especially in winter, – clothing, appliances, sports equipment, etc.)*
- *Most Canadian entertainment originates in the U.S. (e.g., films, magazines, music, television).*
- *Free trade, pollution issues, political elections, etc. all show American influence.*

Section 1: Activity 5

1. Which of the preceding stories would likely appear in

- a. The Daily Morning?

Rock Festival Cheered ...

- b. The Daily Evening?

Rock Festival Marred ...

2. If you read only one story, how would your attitude about the Rock Festival be distorted?

*Reading **Rock Festival Cheered by Young Music Lovers** would give the impression of a peaceful concert with a small disturbance (largely the fault of the police). Reading **Rock Festival Marred by Screaming, Unruly Youths**, the concert sounds like a riot, with the music barely mentioned.*

3. How could you find out the truth about this festival?

The truth about the festival could be found out possibly by either putting the two accounts together and believing a little of each, or by further investigation.

Section 1: Activity 6

1. Use the preceding case studies to complete the following chart. The first one is done for you.

The following are examples only. Answers will vary.

| Person | Problem | Possible Solutions | Government Involvement? |
|----------------|--|--|--|
| Michael | <ul style="list-style-type: none"> depleting fish stocks high interest rates | <ul style="list-style-type: none"> retraining programs for fishermen low interest assistance loans | <p>(Answers in this column are opinions. Answer Yes or No and give an explanation, e.g.,) Yes, the government should increase patrol of the Grand Banks and fine more foreign fishermen.</p> |
| Pierre | <ul style="list-style-type: none"> <i>unemployment</i> | <ul style="list-style-type: none"> <i>job information services</i> | <p><i>Answers in this column will depend on your personal political attitudes.</i></p> |
| Sandy | <ul style="list-style-type: none"> <i>foreign competition</i> | <ul style="list-style-type: none"> <i>tariffs on foreign meat products</i> <i>farm assistance loans to switch to new forms of production</i> | |
| Marie | <ul style="list-style-type: none"> <i>possible illegal dismissal</i> | <ul style="list-style-type: none"> <i>Ombudsman</i> <i>Human Rights Commission</i> | |
| Patsy | <ul style="list-style-type: none"> <i>financing higher education</i> | <ul style="list-style-type: none"> <i>job information services</i> | |

2. In what ways are Canada’s economic problems related to the following:

*You should refer to the chart on **Democratic Ideals** (Activity 3) when you answer this question. The following are some possible responses:*

- a. the basic political attitudes of the people?

Canadians tend to believe in individual freedom and personal initiative in economic activities, but they support some government assistance programs where they are most needed.

- b. Canada’s history?

Canadians enjoy political traditions rooted in the British parliamentary system. This tradition values the democratic ideals previously mentioned. In addition, Canadians have a history of accepting immigrants to this country and respecting their ethnic and cultural customs.

- c. Canada’s geography?

Geography has influenced the political attitudes of Canadians. Canada is a large country with a relatively small and widely scattered population. This fact has produced many regionally-based political attitudes on economic, political, and social issues. In addition to the regional differences, geography has made Canada neighbours with the United States, the very large and powerful neighbour to the south. Although you are all proud to be Canadians, your attitude to the United States differs from region to region as you have seen in the free trade debate in the 1988 federal election.

3. What is meant by the term “equality of opportunity”?

Equality of opportunity means that all citizens in Canada are free to develop themselves and live their lives within the laws of Canada.

4. Discuss whether the following government measures help promote equality of opportunity for Canadian citizens:

- compulsory school attendance laws

Compulsory school attendance laws ensure that all citizens be given the opportunity to educate themselves so that they can participate in the economic, political, and social life of Canada.

- government-run hospital and health-care insurance

Health care programs provide all citizens with equal opportunity to acquire needed medical care.

Note however, that providing an opportunity does not guarantee success. How well or efficiently an opportunity is used usually depends on the individual concerned.

5. Devise a method to show the table's information for 1986 in a pie graph. You will need five sections on the graph to show the five income groups.

Example: Richest income group, 1986

- percentage of total income for 1986 = 43%
- calculate the number of degrees that 43% represents in a circle (360 degrees)

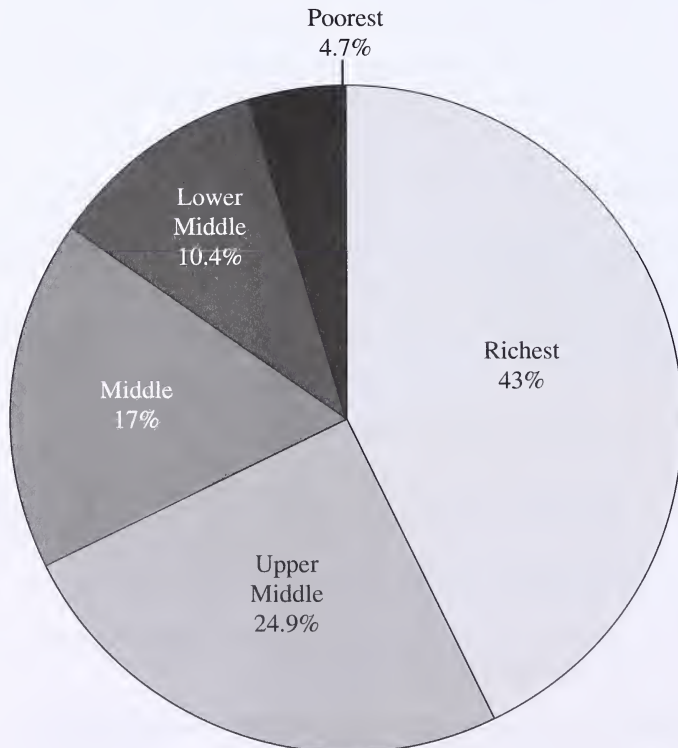
$$\frac{43}{100} \times 360 = 154.8^\circ \text{ (Round to } 155^\circ \text{)}$$

- use your protractor to measure 155° on the circle (Start your measurement at 0° .)

Now calculate the number of degrees for the other four income groups.

Label each area or provide an appropriate key for the graph. The first area has been done for you.

1986 Group Income as Percent of Total Canadian Income



6. Several attempts have been made to change the distribution of income in Canada to make it more equitable. Based on the evidence in the chart, have there been any significant changes in income distribution for the period shown?

The numbers for all categories tend to remain fairly constant. Some change, however, is noticed in the lower income groups. These changes probably reflect government programs and grants that were enacted during the time period shown. Another explanation could be that this period was a time of greater economic prosperity and this resulted in reduced unemployment and increased family income.

7. Using names, rank the seven persons, starting with the one you think has the most political influence and continuing to the one you think has the least political influence.

Answers may vary, but you probably chose the following:

- *Most political influence – Ernie Claytone*
- *Least political influence – Louise Martin*

Others would fall in between.

8. Which Smithsville residents (and their families, if applicable) do you think have the greatest opportunities to develop their human potential and to lead full and satisfying lives? (Review the *Democractic Ideals* chart.)

Ernie Claytone and Mark Ashbrooke have opportunities to develop their potential because they are wealthy.

Chuck White and Cynthia Fordstone are examples of people who, by improving their education, create opportunities for themselves.

9. What measures could a government undertake to achieve a more equal distribution of income in a community like Smithsville?

A government could increase taxes for wealthy people and use the revenue to provide social services such as day-care and education programs. While this action may achieve some income equality, the people who are being taxed should have an opportunity to express their opinion. Another government action could be to offer a financial incentive of tax cuts or government sponsored loans to Mr. Claytone to expand his company and provide more jobs.

10. From the information you have been given in this section, state the connection between people’s social class and the following factors:

Generally speaking, the connections are as follows:

| Factor | High Social Class | Lower Social Class |
|-----------------------------|------------------------------------|-------------------------------|
| Education | • <i>better educated</i> | • <i>not as well educated</i> |
| Occupation | • <i>higher paying occupations</i> | • <i>lower paying jobs</i> |
| Housing | • <i>home owner</i> | • <i>home renter</i> |
| Material possessions | • <i>more possessions</i> | • <i>fewer possessions</i> |

It should be noted that persons with initiative may decide to create opportunities for themselves and improve their social and economic position.

11. Claytone Industries Ltd., has approached the Smithsville city council with a plan to modernize its aging plant. It wants the council to cease collecting municipal tax from the company so that it can afford the costly renovations. If the council does not agree, Claytone Industries Ltd. says it may be forced out of business.

The local television station has assembled a panel of the seven residents described to discuss the proposal. Identify the most likely position individual panelists would take on the issue. Would they be for or against the proposal? Indicate your choice with a check mark.

| Resident | For the Proposal | Against the Proposal |
|-------------------|-------------------------|-----------------------------|
| Louise Martin | | ✓ |
| Ernie Claytone | ✓ | |
| Nancy Sedgwick | ✓ | |
| Chuck White | ✓ | |
| Mark Ashbrooke | ✓ | |
| Cynthia Fordstone | ✓ | |
| Larry Lawrence | | ✓ |

Section 1: Follow-up Activities

Extra Help

1. Identify some regionally-based political attitudes suggested by the map.

The map suggests the following:

- *Canada's regions tend to be concerned with the development of their own economic resources.*
 - *Canada is regionally divided and lacks a strong unifying feeling for the country.*
2. Ontario and Quebec are manufacturing centres and consume many of the resources produced in the other regions. As resource consumers, do they want to pay more or less for the resources which they use to make the products that are sold throughout the country? Explain.

Resource-consuming provinces such as Ontario and Quebec want to pay the lowest possible price for the resources they consume. This makes their production costs lower.

3. Do the resource-producing regions want to charge more or less for the resources they sell? Explain.

Resource-producing provinces want to obtain the highest possible price for the resources they sell, especially if the resources are non-renewable and will eventually run out (e.g., Alberta's oil).

4. What might be a source of conflict between resource-producing regions and resource-consuming regions in Canada?

Agreement on what price for resources will satisfy consuming and producing provinces causes conflict in Canada. This problem has created strong regional attitudes and divisions in Canada.

Enrichment

1. a. Identify three issues which might be of special concern to older people.

Issues that may be of concern to seniors include the following:

- *maintaining programs such as old age pensions, medicare, etc.*
- *adequate housing*
- *political representation*

- b. What attitudes might seniors take on these issues?

Senior citizens do not want cuts made to the funding of these programs. They have paid taxes to support these programs in the past, and they depend on them now.

They want adequate housing that meets their needs and is designed to allow them a comfortable place to live. Since many of them are pensioners, this housing should not be too expensive.

As a growing group of voters, seniors have the numbers to elect representatives to federal and provincial governments that will respect their wishes.

- c. On which of these issues might there be conflict with other age groups? Explain.

Old age pensions, medicare, and housing programs are expensive and require large amounts of tax money. Younger people might have to pay higher taxes to support this growing population of senior citizens.

Using taxes to pay for medicare, housing, etc. might mean that other programs of greater interest to young people (such as sports facilities, university loans, etc.) might have to be dropped.

2. Reread Shakespeare's *The Seven Ages of Man*. Write a short poem that expresses your feelings about getting old.

Answers will vary. What feelings did you express about getting old?

Section 1 Assignment

Classify which of the following factors most likely shaped the following political attitudes. On the appropriate response page, place the letter representing the selected factor before each number. The first one is done for you as an example.

Factors

- A. History
- B. Geography
- C. Economy
- D. Society

Political Attitudes

- C 1. Foreign investment must be regulated by government.
- B 2. British Columbia should develop links with Pacific Rim countries to ensure the future development of the province.
- A 3. The rights of French-speaking minorities outside Quebec must be protected.
- D 4. Capital punishment must be reinstated.
- A 5. "A British subject I was born; a British subject I will die."
- D 6. Governments should encourage the development of day-care centres in Canada.
- B 7. Mineral rights are provincial responsibilities in Canada.
- B 8. Canadians should support the Canadian Broadcasting Corporation as a means of uniting this country.
- D 9. Compulsory education in Canada is a good thing.
- D,C 10. Government policy should focus on full employment.
- A 11. Canadian law, in general, is based on British principles.

Section 2: The Role of the Citizen

Key Concepts

- participation
- involvement
- democratic responsibility

Students should understand that citizens have a democratic obligation and responsibility to participate in the political process. Students should identify various methods by which citizens can actively pursue involvement in the political process.

Section 2: Activity 1



1. For each issue listed, indicate whether you agree (✓ the Yes column) or disagree (✓ the No column) with the position and explain why.

| Position | Yes | No | Personal Position |
|---|-----|----|-------------------|
| The drinking age should be raised to 21. | | | |
| Canada should increase its military spending. | | | |
| Stores should be closed on Sundays. | | | |
| High schools should offer Grade 13. | | | |
| Doctors should bill their patients directly. | | | |
| Day-care should be government-operated. | | | |
| Cruise missile testing over Canada should continue. | | | |

| Position | Yes | No | Personal Position |
|---|-----|----|-------------------|
| AIDS carriers should be quarantined and excluded from society. | | | |
| Books ridiculing religions should be banned. | | | |
| Free abortion on demand should be available in all Canadian cities. | | | |
| Television programs should be censored. | | | |
| Government employees should be able to speak both official languages. | | | |

Answers will vary. Your personal position should be clearly stated with supporting reasons.

2. In the following chart, to show the difference between a dictatorship and a democracy, insert an arrow indicating the direction in which power flows between the government and the people.

| Dictatorship | Democracy |
|---|---|
| Government  People | Government  People |

3. Is protest more likely to be evident in a democracy or a dictatorship? Explain.

Protest is more likely to be evident in a democracy; people may fear reprisals for protesting under a dictatorship. But apathy, complacency, and political ignorance can seriously weaken a democracy and deaden protest and activism. (A democracy can erode into a dictatorship.)

4. What characteristics must a democracy have in order that its citizens participate in the democratic process and possess the power to influence and change government?

A representative legislature and free elections are required by a democracy in order for people to participate in the democratic process.

5. What is probably the surest way to get government to act upon an issue?

Governments are most likely to respond if they feel a large number of people feel a certain way and want them to act.

Teaching Suggestions

- Have students find two or three *local* concerns. Research them to find how they are affected by local political issues. What are some of the possible solutions?
- Stress the importance and the responsibility of citizen participation in the democratic process. Students should be aware that democracies have fallen in this century (e.g., Weimar Republic post-WWI Germany).

Section 2: Activity 2

1. Outline the procedures that are used to ensure a fair and free election process.

A fair and free election process includes the following:

- *Voters are not harassed or intimidated by campaigning.*
- *Eligible voters are enumerated.*
- *Votes are made in private.*
- *Completed ballots are collected by a Deputy Returning Officer.*
- *Ballots are counted in front of witnesses called scrutineers.*

2. In some communist countries, voter turnout can exceed 90% of all eligible voters; but because there is only one candidate, the voters have no real choices. Compare this with the Canadian system and determine which system is more democratic.

Although there is a higher turnout in the communist country, since there is no alternative to the governing party the voter really has no choice in determining the government. Because Canadians can vote for different political parties and candidates, the Canadian system is more democratic.

3. Compare the following examples of election results and explain which candidates are in the best position to represent their constituents.

| Example One | | Example Two | |
|-------------|-----------------|-------------|-----------------|
| Candidate | Number of Votes | Candidate | Number of Votes |
| A | 37 400 | A | 7 999 |
| B | 1 965 | B | 7 940 |
| C | 1 583 | C | 7 662 |
| D | 182 | D | 7 121 |

In each example, Candidate A won the election. However, in the second example, more people voted against the elected representative. This would suggest that Candidate A from the first example more clearly represents the interests of his constituents.

4. Is there a solution to the problems involved with multi-party elections? Explain your position.

There is no real solution to a multi-party system except for a system of proportional representation. For example, if a party gets 15% of the vote, they get 15% of the seats in Parliament.

5. Who is not eligible to vote in a federal election in Canada?

In 1992 the following people were not eligible to vote in Canada:

- persons under 18
- non-citizens or people in the country less than 1 year
- election officials
- people convicted of election fraud

6. When did women get the right to vote in Canada?

Women got the right to vote in a federal election in 1918.

7. Federal Government

(In 1992) The head of State (the representative of the Queen for all Canada) is Governor-General *Ray Hnatyshyn*. The head of the government is Prime Minister *Brian Mulroney*, leader of the party in power which is the *Progressive Conservative* party. The leader of the Opposition is *Jean Chretien*, head of the *Liberal* party. The other opposition parties and leaders are *Audrey McLaughlin – NDP* and (*answers will vary*). My representative (MP) in Ottawa is (*answers will vary*) who is a member of the (*answers will vary*) party.

8. Provincial Government

(In 1992) The head of State (the representative of the Queen for my province) is Lieutenant-Governor *Gordon Towers*. The head of the government is Premier *Don Getty*, leader of the provincial party in power which is the *Progressive Conservative* party. The provincial opposition parties and leaders are *Ray Martin – NDP* and *Laurence Decore – Liberal*. My provincial representative (MLA) is (*answers will vary*) who is a member of the (*answers will vary*) party.

9. Municipal (Local) Government

The name of the municipality where I live is _____.

The head of the municipal government (mayor or reeve) is _____.

Answers will vary.

Teaching Suggestions

Find the names of the local member of Parliament, MLA, and leader of local government (major, reeve, etc.). What were some of the policies in their political platforms in the last election?

10. a. What would be one major advantage of the Australian system?

A major and positive advantage would be greater involvement by citizens in the election process. Democracy requires the fullest participation

- b. What would be one major disadvantage of the Australian system?

Citizens not fully informed of the issues would vote only because they had to.

11. Compare the Australian compulsory system with the Canadian system of voluntary participation in the voting process. Which of the two do you prefer? Why?

Your responses will vary. Support your choice with good reasoning.

Section 2: Activity 3

1. What are some of the ways that an individual can get involved in the election process?

Some ways an individual can get involved in the election process include the following:

- *join a political party*
- *work for a candidate in a campaign*
- *contribute money to a candidate*
- *write letters*
- *vote*

2. What is meant by the *grass roots* level?

“Grass roots” level means individual opinions of party members.

3. Taking a stand on a big issue like the environment may mean conflict with powerful groups. Is it right for common citizens to challenge the actions of government officials and big corporations? Defend your answer with reasons.

Your answer will depend upon your views of authority and the confidence you have in authorities to do what is best for everyone. Have you supported your answer?

4. In your opinion, what is better for B.C.’s economy and for employment there? Should there be more forest conservation or should there be continued use of the resources for wood products? Why?

You must decide between long-term gains and immediate returns. You must also decide whether jobs are more important than conservation. Answers will vary. Have you supported your opinion?

5. Of the people who received the Emerald Award, who were the most deserving? Which, if any, of the activities mentioned would interest you?

Answers will vary. You must decide what is important to you and whether you believe that environmental problems are a serious matter.

Section 2: Follow-up Activities

Extra Help

Do **either** Part A **or** Part B. Part A is a print alternative and Part B involves a video. If you have access to the video, *The Birch River Campaign*, do Part B. If not, you may do Part A.

Part A

The government is thinking of building a dam to provide irrigation for farmland in times of drought. The dam will flood a scenic river valley and disrupt local fishing grounds. Under each of the following headings, suggest what action you might take in order to ensure that your ideas are heard before the government makes a decision on building the dam.

- political parties: *Identify the party which supports your position.*
- campaigning: *Help the candidate you support win an election.*
- voting: *Vote for the candidate who agrees with your position.*
- letter writing: *Write your representative to explain your position.*
- petitioning: *Organize a petition and canvas your neighbourhood and school for supporters.*
- lobbying: *Join a lobby group to pressure the government into listening to your views.*
- demonstrating: *Protest by making signs and marching in a public area.*

Part B

The Birch River Campaign presents the story of two young people who decide they cannot tolerate a situation of environmental deterioration. Sonia and DJ suddenly become aware that the river running through their town is no longer clean and safe. There is scum on the surface, the fish have a peculiar taste, and cows get sick from drinking the water. They realize it is no longer the lovely summer swimming spot that it had been.

They soon conclude that something must be done. But what can be done? They are only school students. What can they do?

View the program to see how the story unfolds. Then you may want to think about it for awhile. When you have an understanding of what happened and the strategies used by the young people, describe briefly the stages that were involved in their campaign to save the Birch River.

Sonia and DJ began with some research at the public library. This did not lead anywhere, but a friendly newspaper reporter gave them leads as to which government agencies to contact (especially those concerned with the environment) and also provided publicity which brought in other interested people. This soon resulted in an action committee and the creation of a society to save the river.

The society initiated a two-pronged attack on the problem. One aspect was to raise public consciousness in the community and the other was to collect signatures on a petition. The signatures were delivered to the MLA for that provincial riding. As a result of the pressure and the level of interest shown by the community, the provincial government promised a study of the river system including tests to identify possible sources of pollution of the water.

Enrichment

- Using this chart, analyse each of the three incidents.

| Incident | Stamp Protest | School Boycott | Nuclear Demonstration |
|------------------------------------|---|--|---|
| Issue in dispute | <ul style="list-style-type: none"> Should postal rates be reduced? | <ul style="list-style-type: none"> Should the PTA have greater control over teachers? | <ul style="list-style-type: none"> Should nuclear power be used? |
| Parties involved | <ul style="list-style-type: none"> Sue Thompson Post office | <ul style="list-style-type: none"> G.F.P.T.A. school board | <ul style="list-style-type: none"> N.N.P.P. group nuclear power company |
| Means of civil disobedience | <ul style="list-style-type: none"> insufficient postage | <ul style="list-style-type: none"> student boycott | <ul style="list-style-type: none"> blocking delivery trucks route by lying down across roadway |
| Likelihood of success | <p><i>Answers in this column will be personal. Have you supported your opinion?</i></p> | | |

- If you feel that civil disobedience was justified in any of these incidents state your reasons why and the principles underlying your argument. If you feel that civil disobedience is never justified, explain why.

Answers will be expressions of your own personal opinions and observations.

3. You feel that a law in Canadian society is unjust and that this law should be challenged through acts of civil disobedience.

Explain your position. (Invent an imaginary law, scenario, or situation if you wish.)

Answers will be expressions of your own personal opinions and observations.

4. What effect might media coverage have on the success of an act of civil disobedience? Give examples from recent events if you wish.

Answers will be personal. Media coverage often contributes to the success of acts of civil disobedience. Were you able to recount any recent events of civil disobedience?

Section 2 Assignment

You are a Canadian citizen. You are concerned about a political issue and you want your position to be known.

Choose **ONE** of the following courses of action and complete your written work on the appropriate response pages. Your response should be about two pages in length.

1. Write a letter to the editor of a newspaper in which you express your concern about a specific issue. Be sure to include what action you would like to see by the people or government involved.

Check to see that the letter meets the requirements of a business letter format. Students must refer to a specific issue about which they are concerned.

They must give facts and details to show why the student considers it important enough to write to the newspapers.

2. Identify your local, provincial, and federal representatives in government. Write one of the members a letter in which you express your position on an issue or in which you request the government's position on an issue.

Check to see that it follows the business letter format.

Students must mention the issue and indicate their position on it or request the government's position on it. The government representative should be identified.

Students must give reasons to back up their position.

3. Participate in an imaginary election campaign for a local candidate. Write a small report explaining what you would do to help the candidate achieve success.

This answer will express personal opinions.

Students should explain why their candidate would be suitable for an imaginary position of their choice.

Outline the activities they would have their candidate undertake in order to be elected.

4. You are concerned about the pollution of lakes and rivers in your locality. Many animal species are being wiped out. Now, human lives are threatened. You plan to meet and speak with a group of other citizens who are similarly concerned about this matter. BRIEFLY outline the following:
- the main points about the issue you wish to raise and discuss with your fellow citizens
 - some plans of action your group could take to halt this destruction of life (this could include networking with other groups, and gaining media/government attention)

Note that these plans are just ideas for action. You are bringing them forward as a basis for dialogue and discussion with the other citizens.

The answer will express a personal opinion.

The student's stand on the issue must be clearly stated. Reasons must be given to justify the position.

A plan of action the student would take must be outlined.

Section 3: Resolving Differences

Key Concepts

- **democratic process**
- **negotiation and compromise**
- **majority and minority rights**

Students should understand that political differences are a part of the democratic system. Students should identify a variety of approaches which are used to resolve political differences.

Teaching Suggestions

Have students find other examples of political cartoons from newspapers and magazines. Mount them on a poster and/or analyse and comment on the issues.

Section 3: Activity 1

1. Who are the two characters in the picture?

The two characters in the cartoon are a theatrical agent and a clown.

2. Which character is asking the other if he has ever considered politics?

The agent is asking the clown the question.

3. What comment is the cartoonist making about the political arena when he compares it to a circus?

Since the clown could fit into the political arena, politics is seen absurd, tragic, and comical. A circus consists of a series of performances to entertain, distract, and mystify the audience. Politicians can do this through the use of impressive oratory (language), or they can mystify with threats and grandiose promises. Politicians are, like clowns, actors. They can manipulate you.

4. Does the cartoonist have a bias towards (Circle the BEST answer.)

- A. trusting politicians?
- B. questioning and doubting politicians' competence and integrity?
- C. writing off politics as totally absurd?
- D. B. and C. only?

Probably B. would be the closest answer. Viewed as satire, Wicks is pointing to the observable consequences of allowing incompetence to rise to the top.

5. In Cartoon A, former prime minister Trudeau is seen putting a question to one of his chief political advisors. What point is the cartoonist making about interest group strategy?

In order to make their fullest impact on the public and gain their support, interest groups must gain media coverage to gain maximum exposure. They must ensure the media know about their activities.

6. The clash of personalities and issues at federal-provincial conferences makes good television. What effect does television have on the participants at a federal-provincial conference?

Participants are likely to be concerned with their images at the conference. Viewers at home will be watching and judging the performance of their leaders.

7. What western grievance is the cartoonist underlining in Cartoon B?

Payment of what many westerners feel are excessive freight rates is the grievance. On the Prairies citizens have been concerned about the costs of transporting goods to and from the region. While freight rates for wheat are low, it is costly to ship manufactured products East and vice versa.

8. What steps has the federal government taken to overcome this grievance?

In 1983, freight rates were lowered to help improve the region's economy.

9. What does this cartoon tell you about the location of Canada's manufacturing industry?

It is located in the East – Ontario, Quebec.

10. a. Cartoon C shows provincial premiers holding the prime minister hostage. What are they demanding? Why?

The cartoon suggests that the provincial leaders have their own interests to pursue, while the federal leader is in full command.

- b. What point is the cartoonist trying to make?

The cartoonist is depicting the difference between what goes on in front of the public and what goes on behind closed doors.

Section 3: Activity 2

1. Several of the recommendations of the 1965 Bi and Bi Commission are listed here. Indicate with a check (✓) in the appropriate column whether the recommendation has been carried out or partly carried out.

| Recommendation | Carried Out | Partly Carried Out |
|--|-------------|--------------------|
| Declare Canada officially bilingual. | ✓ | |
| Make English and French the official languages of the Parliament of Canada and the federal courts. | ✓ | |
| In communities where the English or French minority is large enough, provide government services in both languages. | | ✓ |
| Give students in all provinces a chance to study both languages. (<i>Done where provinces agreed.</i>) | ✓ | |
| Employ more French-Canadians in the federal government. | ✓ | |
| In Quebec make French the main language of work in government and business. | ✓ | |
| Ontario and New Brunswick should declare themselves officially bilingual provinces. (<i>Carried out in New Brunswick.</i>) | | ✓ |
| All provinces should provide services in French or English to their minorities. | | ✓ |
| Declare the region of Ottawa-Hull the national capital area and make it officially bilingual. | ✓ | |

2. Discuss the following questions with fellow students, parents, learning facilitator, teacher, friends, or family. Provide a brief answer to each question.
 - a. Do you strongly disagree with any of the ideas presented in the recommendations? If so, why?
 - b. Do you personally believe that all Canadians should become bilingual? Would this be possible?
 - c. Some people suggest that if French is going to have official recognition, so should the languages of other large ethnic groups. These would include German, Italian, and Ukrainian. How do you feel about this idea?

Answers for a – c. will vary and be personal. Have you supported your opinions?

3. How do royal commissions provide individuals and groups with the opportunity to influence decisions and laws?

Royal commissions attempt to meet with the public throughout the country. The meetings are open to all concerned citizens and ultimately the report of the commission is based upon the views of the public it has heard.

4. Why might a government find it advantageous to appoint a royal commission to study a difficult and confusing issue?

Appointing a royal commission to investigate a particularly troubling issue tends to take the pressure off the government. While the commission is carrying out its assignment, the government can postpone its decision, thereby avoiding any political repercussions. The length of time it takes a commission to report also tends to defuse explosive issues.

Section 3: Activity 3

1. How do the courts provide a method of resolving political differences?

The courts provide a setting in which political differences can be resolved by an unbiased judge.

2. Laws that governments make may be challenged in court. However, suppose the Supreme Court says that the federal government has the power to make a certain law but the people of Canada do not like it. What may happen to get the law changed?

A great deal of protest may cause the government to modify or withdraw the legislation. If this does not work the ruling party may be defeated at the next election in favour of a party that promises to change the law.

Section 3: Activity 4

1. Using data from the preceding article, state each party's negative (attacks on policies and personalities of opponents) and positive (party platforms) opinions in the spaces provided. The first item has been completed as an example.

| Party | Negative Opinions | Positive Opinions |
|---------------------------------|---|--|
| Progressive Conservative | <ul style="list-style-type: none"> • Liberal leadership is uncertain. • Trudeau flip-flops. • Trudeau lacks support in West. | <ul style="list-style-type: none"> • Privatize Petro-Can. • They are proud of their budget. • Involve all Canadians in unity talks. • Revise federal-provincial revenue sharing. • Practise restraint now for a sound economy later. |
| Liberal | <ul style="list-style-type: none"> • <i>Tory budget was too harsh.</i> • <i>Joe Clark was incompetent.</i> • <i>Tories could not manage minority government.</i> • <i>Tories tried to take advantage of Liberal weakness in leadership.</i> | <ul style="list-style-type: none"> • <i>Increase oil prices slowly.</i> • <i>Share oil revenues with Canada and provinces.</i> • <i>Have no high taxes on gasoline.</i> • <i>Have guaranteed annual income.</i> • <i>Have policies to maintain Canadian ownership of resources and industries.</i> |
| New Democrats | <ul style="list-style-type: none"> • <i>Both Conservatives and Liberals have caused the problems with the economy.</i> • <i>Both Conservatives and Liberals have failed Canadians.</i> | <ul style="list-style-type: none"> • <i>Share oil revenues between federal and provincial governments.</i> • <i>Expand Petro-Canada.</i> • <i>Establish a cost of living tax credit.</i> • <i>Reduce interest rates.</i> • <i>Fair Prices Commission</i> • <i>Stimulate construction to combat unemployment.</i> |

Answers will vary, but should reflect the issues of the 1980 election campaign. These were the main ideas discussed.

2. The vote in the 1980 election was as follows: Liberals 147, Conservatives 103, and NDP 32. By 1988 the situation had been sharply reversed as this table indicates. It shows how support for the parties varied across the country.

Federal Election Results 1988

| Province | Conservatives | Liberal | NDP |
|----------------------|---------------|-----------|-----------|
| Alberta | 25 | 0 | 1 |
| British Columbia | 12 | 1 | 19 |
| Manitoba | 7 | 5 | 2 |
| New Brunswick | 5 | 5 | 0 |
| Newfoundland | 2 | 5 | 0 |
| Nova Scotia | 5 | 6 | 0 |
| Ontario | 46 | 43 | 10 |
| Prince Edward Island | 0 | 4 | 0 |
| Quebec | 63 | 12 | 0 |
| Saskatchewan | 4 | 0 | 10 |
| Yukon/NWT | 0 | 2 | 1 |
| Total | 169 | 83 | 43 |

Review the chart *Federal Election Results 1988*.

- a. Which provinces elected members from only one party?

P.E.I. elected only Liberal members.

- b. Which two provinces had the most seats in the House of Commons? How many did each have?

Ontario had 99 seats and Quebec had 75, making a total of 174 seats for the two provinces.

- c. Which three provinces had the fewest? How many did each have?

P.E.I. had 4, Newfoundland had 7, and New Brunswick had 10. Note that Yukon and Northwest Territories together had 3 seats.

3. With reference to the table, to what extent can any one of Canada's major federal political parties claim to represent all of the regions in the country in this election?

In the 1988 federal election the Conservatives had widespread support across Canada.

The results indicated the following:

- *The Liberals had little representation in Western Canada. Most of their support came from Central Canada.*
- *The NDP had no representatives from the Atlantic provinces or Quebec. Most of their support was in Western Canada.*

Teaching Suggestions

Do research to find the numbers of MPs from each party after the last federal election. You might use the *Canada Year Book*, or periodicals, or perhaps contact your local MP for the information.

Section 3: Activity 5

1. Define and explain "referendum".

In a referendum voters express an opinion for or against a proposal or an already existing law. This is direct democracy. Examples include the Quebec referendum of 1980 and the Charlottetown Accord referendum of October 1992.

2. What are some issues you think should be decided by referendum?

Answers will vary and be personal. The following issues are examples of suggested answers:

- *Do you support the government's proposal to withdraw from NATO?*
- *Should the government continue with its policy of privatizing crown corporations (for example Air Canada, Petro-Canada, CBC, etc.)?*
- *Should the government of Quebec initiate sovereignty-association negotiations with the government of Canada?*

3. Why does the government not use referendums to resolve all of its important issues?

Under the present system, most citizens have neither the time nor the required information to make decisions on all political issues. That is why they elect representatives to perform this task for them.

4. Besides using a referendum, in what other way can a government find out what people think about its policies?

The use of polls is another method of determining public opinion.

Section 3: Activity 6

1. Define “arbitration.”

Arbitration is the hearing and determination of a labour dispute by a person chosen by the parties or appointed by government officials.

2. If arbitration ultimately settles disputes between management and labour, why is it not used as soon as a strike occurs?

Reaching an agreement by the two competing parties themselves is preferable in the long run to an imposed decision made by an outsider which may satisfy neither side.

3. In what ways does binding arbitration help:

- management – *It terminates the strike and production may resume again.*
- workers – *It imposes a decision so that the employees may return to work.*
- the public – *The services rendered by the company can be resumed.*

4. Examine the following proposed changes in the bargaining process. Decide if they would be workable and effective.
- a. Many people feel that strikes should be outlawed and all disputes should be sent to binding arbitration before a work stoppage occurs. Do you agree or disagree? Why?
 - b. The classic conflict between labour and management might be lessened if the workers had more say in deciding work schedule, hours, conditions. Do you agree or disagree? Why?

Answers for a. – b. will express your own opinion. Support your answers.

Section 3: Follow-up Activities

Extra Help

1. Why might it have been dangerous to publicly declare your support for a candidate?

By declaring your support openly, you could be identified and become a target for your opponents.

2. How did the secret ballot improve the election process?

The secret ballot allowed all electors to support the candidate of their choice without fear of the consequences.

3. Each of the methods for resolving political disputes discussed in this section has advantages or strengths as well as weaknesses or limitations. Fill in the following chart, giving one example of each of these aspects.

| Method | Advantage/Strength | Weakness/Limitation |
|---------------------------------------|---|---|
| Federal-Provincial Conferences | <ul style="list-style-type: none"> • <i>brings together heads of government – identify differences</i> | <ul style="list-style-type: none"> • <i>may intensify differences</i> • <i>some may perform for the media</i> |
| Royal Commissions | <ul style="list-style-type: none"> • <i>investigate issues closely – citizens can present concerns</i> | <ul style="list-style-type: none"> • <i>recommendations may not be followed</i> • <i>may be a way for government to sweep issue under the rug</i> |
| Taking the Government to Court | <ul style="list-style-type: none"> • <i>citizens can defend their rights – challenge unjust laws</i> | <ul style="list-style-type: none"> • <i>may be very expensive</i> |
| Voting | <ul style="list-style-type: none"> • <i>elect candidate representing your views</i> | <ul style="list-style-type: none"> • <i>voter may feel helpless because one vote means relatively little</i> |
| Referendum | <ul style="list-style-type: none"> • <i>citizens directly express views</i> | <ul style="list-style-type: none"> • <i>citizens may be uninformed</i> • <i>takes away role of government that is elected</i> |
| Arbitration | <ul style="list-style-type: none"> • <i>give fair chance to all sides in a dispute</i> | <ul style="list-style-type: none"> • <i>few people are satisfied with a compromise</i> |

Enrichment

1. You may wish to discuss the following quotes with your family, teacher, or friends.

- The civil service does not operate in the same atmosphere as private industry where profits have to be of prime importance if the company is to continue in business.
- Winston Churchill declared that democracy was the worst possible type of government except for all the rest.
- Without dialogue, democracy is impossible.

How do these quotes reflect the way the federal government appears to interpret its powers according to the BNA Act? Do you feel this attitude is justified? Explain.

Answers will vary and be personal. Have you explained your opinion?

2. How did the BNA Act divide power between federal and provincial governments?

Sections 91 and 92 of the BNA Act distribute powers and responsibilities to the federal and provincial governments. For example, education is a provincial responsibility. National defence and the post office are examples of federal responsibility.

3. Overlapping jurisdiction is a term which refers to areas where both federal and provincial governments have responsibilities. Identify two such areas.

Suggested answers are the following:

- *hospitals and medical care*
- *welfare programs*

4. How do federal-provincial conferences attempt to resolve the areas of overlapping jurisdiction?

Federal-provincial conferences allow the two levels of government to get together to coordinate programs and avoid duplication. They assist governments in setting priorities and discussing the various ways programs can be financed.

5. What comment is Wicks making about government bureaucracy in the preceding cartoon?

Government bureaucracy is vastly overloaded and is carrying excess weight of personnel. Apart from waste of expenditure, it creates confusion, inefficiency, and unnecessary delays.

6. How does bureaucracy obstruct or impede the democratic process?

Bureaucracy blocks, delays, and frustrates communication; and tends to promote empire building and power grouping.

7. Design some political cartoons of your own. You might look at some flaws of democracy such as bureaucracy, power-mania, money-power (inequality), mass thought (mind control), etc. If you like, use this quote to help you design your cartoon.

Power tends to corrupt and absolute power corrupts absolutely.
– Lord Acton

The cartoons are personal. You might wish to share your work with friends, teachers, or various newspapers.

Section 3 Assignment

Match the issues listed here with the method that would **most likely** be used to resolve them. On the appropriate response page, place the letter representing the selected method beside each number. The first one is done for you as an example.

Methods

- A. Legal System
- B. Federal-Provincial Conferences
- C. Royal Commission
- D. Arbitration
- E. Elections
- F. Plebiscite/Referendum

| Method | Issues |
|---------------|---|
| <u> C </u> | 1. Construction and upkeep of Canadian airports is a costly federal responsibility. The government would like to turn this responsibility over to the municipalities in which airports are located, but it does not know what effect this move would have on the air transportation system. |
| <u> D </u> | 2. Employers and employees of a company have been unable to resolve a dispute which has resulted in a strike. The length of this strike has started to affect the public interest and a decision must be made quickly to end it. |
| <u> A </u> | 3. Mr. Karala insists that wearing a turban is a religious obligation. His employer demands that all employees wear the company uniform which includes a cap. Mr. Karala has been told that he would be fired from his job if he did not conform to company regulations. |
| <u> B </u> | 4. People believe that income tax rates that vary across the country are not fair. They want political leaders to meet to work out a more even tax system. |
| <u> E </u> | 5. The issue of free trade was so important to the country's future that the prime minister decided he had to have a mandate before proceeding with negotiations. |
| <u> F </u> | 6. Citizens voted yesterday whether or not to fluoridate the city water supply. |
| <u> C </u> | 7. The government would like to change the status and function of the Canada Council, a federal agency which funds artistic and cultural activity in the country. Information is required from concerned citizens across Canada for helping the government make a decision. |

- E 8. To decide the direction of policies in a province the people must decide between one party which wants to lease all forested public land to lumber companies and another which wants to create more nature preserves.
- B 9. There has been a recession in the country for over a year. There are demands that there be some economic policies developed that are coordinated nation-wide.
- A 10. A government official says that a prisoner has lost the right to vote by being convicted and sent to jail. The prisoner decides to fight for the right to vote, which he thinks is guaranteed by the Constitution.
- F 11. A school board wants to close a school because of falling enrolments and rising costs. It has the right to do this but there are strong feelings in the community on both sides of the question. The board would like to find out what the majority wants.

Final Module Assignment

Imagine yourself as an alien from a distant planet. Your mission has been to observe democracy in action and to determine if individual Canadians play a significant role in the political system. You have been summoned to present a final report to your superiors. The question which intrigues your superiors is raised in this module's final summary.

Since Canadian democracy has evolved historically, certain democratic ideals have yet to be realized.

What are these ideals? From your observations, identify these ideals.

Base your report on the following ideas. Make use of the module's sections as shown for providing examples for your superiors.

- Section 1 – the degree of political power which citizens have – you may want to consider the following:
 - why some citizens have (or feel they have) less input than others
 - what factors lead to these differences
- Section 2 – the ways in which citizens may participate in the political process – you may consider the following:
 - the varieties of citizen input
 - some of the shortcomings of this input

- Section 3 – methods which can be used to resolve political differences – you might include the following:
 - some of the methods of resolving disputes
 - how some of these methods fall short of complete success

Give your report a title and any headings you feel are necessary. Your report should be at least two pages in length.

The student's report should have a title and any necessary headings.

The assignment should have the three components dealing with citizen participation, as listed previously. Each component is specifically related to a section of the module.

The students response should include the following:

- *at least two factors which contribute to political power (these might include geographic, cultural, socioeconomic, or demographic factors)*
- *at least two ways in which citizens may participate (voting, petitioning, demonstrating, etc.).*
- *at least two methods used to resolve conflict (legal system, elections, referendum, etc.).*
- *some critical awareness of flaws in the system: the advantages of wealth and economic power, political bias/slant media control, definition of issues and propaganda, the scale of power/representation, the necessity for proportional representation, etc.*



LEARNING FACILITATOR'S MANUAL

SOCIAL STUDIES 10

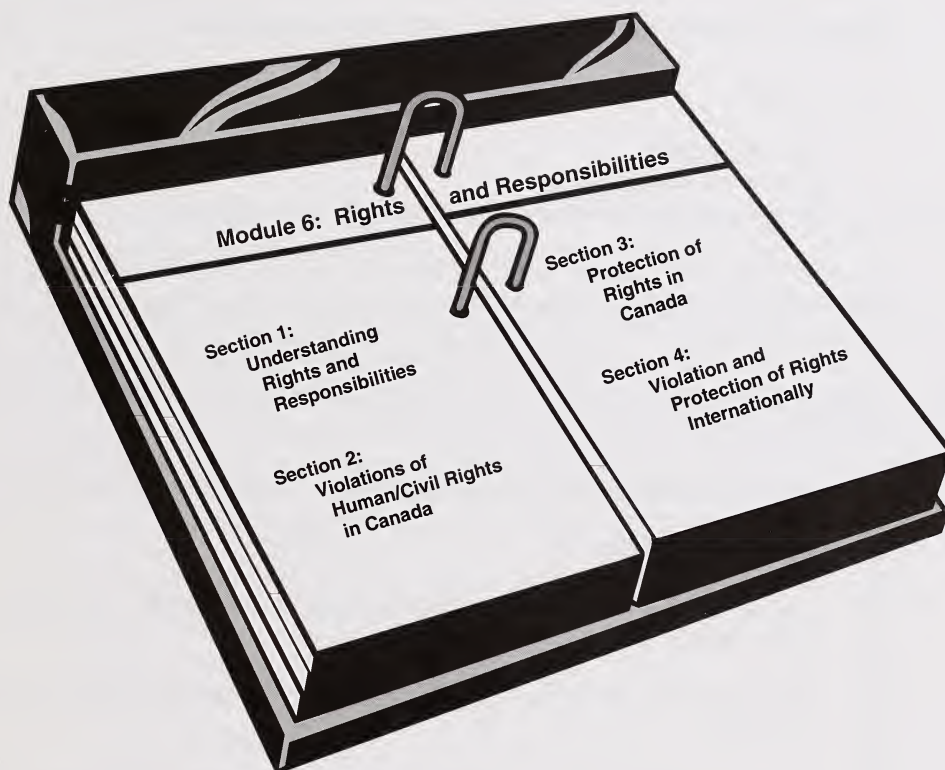
M O D U L E 6 RIGHTS AND RESPONSIBILITIES



Cover Photo: PHOTO SEARCH LTD.

Module 6: Rights and Responsibilities – Overview

This module investigates the question of rights in Canada and around the world. The concept of rights being associated with responsibilities and the question of governments protecting the rights of the people are discussed. Human rights are often violated, and the role that Canada plays in promoting national and international human rights is examined.



Evaluation

The evaluation of this module will be based on five assignments:

| | |
|-------------------------|-------------|
| Section 1 Assignment | 20% |
| Section 2 Assignment | 20% |
| Section 3 Assignment | 20% |
| Section 4 Assignment | 35% |
| Final Module Assignment | <u>5%</u> |
| TOTAL | 100% |

Please Note:

In this module there are alternative activities based on video programs that you may wish your students to do. Activity 2 of Section 2 and Section 2 Extra Help require *Enemy Alien* and Activity 1 of Section 3 involves *A Gift of Freedom: A Charter on Trial*. If you plan to use them you may wish to place an order now.

Section 1: Understanding Rights and Responsibilities**Key Concepts**

- **What are rights?**
- **What are responsibilities?**
- **What is a proper balance between rights and responsibilities?**

This section introduces students to some of the benefits that are enjoyed by citizens in Canada. Canada is a democracy and therefore believes that Canadians have certain rights and freedoms that are part of democratic life. But people must give as well as take, and responsibilities go along with the rights one enjoys. Responsibilities may act as restrictions on rights and freedoms. The section considers the question of how rights can be enjoyed while one takes responsibility to use them so that everyone benefits.

Teaching Suggestions

- Have students collect newspaper or magazine articles about people who feel their rights are being violated.
- Collect stories or articles that illustrate challenges to the Canadian Charter of Rights and Freedoms
- Brainstorm for ideas on how societies can maintain a balance between rights and freedoms versus responsibilities.

Section 1: Activity 1

1. Do you think that J had the right to celebrate? Explain your opinion.

Yes. J had the legal right to go out and celebrate. J did not, however, have the right to drive the car when he was impaired.

2. Did J act responsibly in driving home from the celebration? Explain your answer.

No. J was under a legal obligation NOT to drive after having too much to drink.

3. Suggest three strategies that J could have followed that could have prevented the situation outlined in the story.

These are three possible strategies that J could have followed:

- *call his father to come and get them*
- *call a taxi*
- *let one of his friends drive if better able to do so*

Other reasonable answers are acceptable.

4. The story is attempting to show the nature of the relationship between rights and responsibilities. In a short paragraph, explain your understanding of this relationship.

Your explanation should clearly show the relationship between rights and responsibilities. Any right carries with it a corresponding responsibility.

5. Fill the following chart. On the left, list five of what you would consider to be the most important rights found in the opinionnaire. On the right-hand side of the chart, list five of what you would consider to be the most important responsibilities associated with each of the rights you listed.

| Rights | Responsibilities |
|---------------|-------------------------|
| | |
| | |
| | |
| | |
| | |

Your answer will depend on your own personal selections.

6. a. Using the list of rights and responsibilities that you developed, suggest two ways in which rights could come into conflict with responsibilities.

Your answer will be based on your personal selections in the opinionnaire. For example, your right to freedom of speech could conflict with your responsibility not to slander others.

- b. Suggest three ways in which these conflicts could be resolved.

Suggested ways in which conflicts between rights and responsibilities can be resolved include the following:

- *by government legislation*
- *by the courts*
- *through individuals making responsible choices*

7. You are one of the students in the Social Studies class. Now that you have studied what these various terms mean, see if you can match the terms to the appropriate definitions. Write the letter of the definition next to its term.

Term

Definition

- | | | |
|-----------------|--------------|---|
| Civil Liberties | <u> c </u> | a. are a consequence of being human |
| Civil Rights | <u> b </u> | b. are rights upheld by the courts and the police |
| Human Rights | <u> a </u> | c. refers to rights that all citizens of a particular country should have |

8. With an X, indicate which of the following restrictions on your freedom are mentioned in this article.

- | | |
|-----------------|-------------------------|
| a. Assault | <u> X </u> |
| b. Rape | <u> X </u> |
| c. Murder | <u> X </u> |
| d. Self-defence | <u> </u> |

9. Following is a list of five quotations about the nature of the relationship between rights and responsibilities. Read the quotations and determine the following:

- If the statement is supported by the explanation of freedom as outlined in the article, place an **S** in the space provided.

- If the statement is unsupported by the explanation of freedom, place a **U** in the space provided.

- S a. You may not injure a person under any circumstances.
- S b. Freedom is the right to be wrong, not to do wrong.
- U c. Freedom is nothing else but the right to live as you wish.
- S d. Freedom is a gift that can be realized only in a regulated universe and an ordered society.
- U e. The just society is the kind of society that freedom would establish.

10. The article you have just read deals with a very important and complex issue. Which of the following statements most appropriately describes the issue presented in the article? Indicate your choice by placing an X in the space provided at the beginning of the statement.

- a. To what extent should governments legislate movie and book censorship?
- b. To what extent should governments allow people to do whatever they want?
- X c. To what extent should governments limit individual freedom in order to protect society?

Teaching Suggestions:

Have students make a partial list of how their rights are restricted. Why are they not allowed complete freedom? (Remember that if they have freedom to do something, so do all others.)

Section 1: Activity 2

1. Place the letter of the correct definition beside each of the following terms.

- | | |
|-------------------------------|---|
| <u> d </u> World War I | a. gives government power to restrict personal freedoms |
| <u> b </u> October Crisis | b. limits on individual freedoms during this internal act |
| <u> a </u> War Measures Act | c. compulsory military service |
| <u> c </u> conscription | d. external threat to Canada's safety |

2. a. List an argument in support of the War Measures Act and the extra powers it gives government.

In order to keep freedoms they may need to be suspended temporarily when society is threatened.

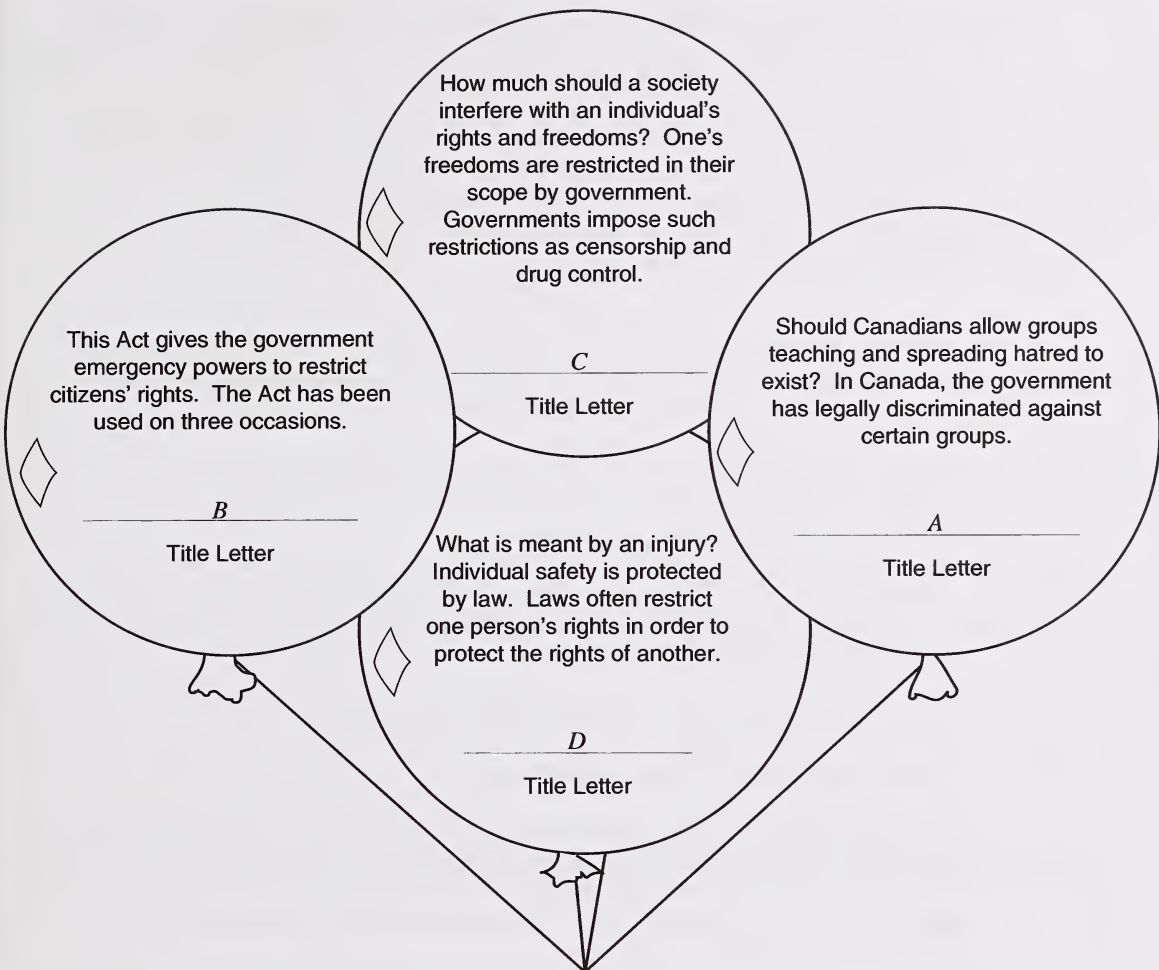
- b. List two arguments against the War Measures Act and the extra powers it gives government.

Two arguments against the War Measures Act include the following:

- *reduces freedoms enjoyed by Canadians*
- *a precedent – government may use it too often*

3. Carefully examine the following balloons. Each balloon contains a summary of one of the four articles in this activity. On the line provided in each balloon, place the letter of the title of the article that is summarized in that balloon. Your choices are the following:

- A. Equality Not for All
- B. Suspension of Rights
- C. For Our Own Good
- D. The Right of Your Fist Ends Where the Right of My Nose Begins



Section 1: Activity 3

1. Of the rights and freedoms listed in the Charter, choose the three that you feel are most important. Explain why you believe these are the most important rights and freedoms guaranteed in the Charter of Rights.

Answers will vary. Your personal answer must explain your beliefs.

2. Read the following case studies which deal with violations of specific rights. For each case determine what rights have allegedly been violated. In each case point out only one of the major categories from the Charter of Rights and Freedoms.

- a. **Case Study #1:** Judy Baker, who was qualified for the job, was refused the job by Stan Brown. Stan said he didn't want to hire her because she was a woman.

Which section of the charter is most applicable to this case?

The Equality Rights section is most applicable.

- b. **Case Study #2:** Shafik Patel was very proud of the fact that he and his family had just become Canadian citizens. Shafik was refused rental accommodation for his family in Smalltown because they were originally from India.

Which section of the Charter is most applicable to this case?

The Equality Rights section is most applicable.

- c. **Case Study #3:** Harry Smith was a staunch Yappy and supported the Yappy party. James Jones always voted for the Chatty party. At a recent political meeting, Harry punched James for "... promoting that socialist nonsense."

Which section of the Charter is most applicable to this case?

The Democratic Rights section is most applicable.

- d. **Case Study #4:** Principal Robertson closed the school newspaper because he felt that it was too radical and threatened students' right to an education. The newspaper staff said that they had the right to print whatever they wanted. They believed that calling for a student strike to protest the oppressive school policies was not a threat to a student's education because participation in the strike was voluntary.

Which section of the Charter is most applicable to this case?

The Fundamental Freedoms section is most applicable.

Teaching Suggestions

Have the students discuss the law that requires people to wear seat belts. Under which area of the Charter of Rights could the legislation be challenged?

3. a. Who had responsibility for the final decision of invoking the War Measures Act?

The prime minister, Pierre Trudeau, had the responsibility for the decision.

- b. From whom was he receiving advice? How were their positions opposite?

The RCMP and the Quebec government were advising Trudeau and had opposite views. The RCMP wanted a calm, limited approach and the Quebec government demanded action so that the police and military would have special powers to crack down on the FLQ.

- c. Which advice was taken? What was the decision?

Quebec's advice was accepted. The War Measures Act was proclaimed, giving emergency powers to suspend civil liberties and govern by decree.

- d. How effective was the decision? Was the force excessive and did it possibly lead to the death of Mr. Laporte or did it nip violence in the bud and prevent further terrorism? Support your opinion.

You may reach your own conclusions on the question. Have you supported your opinion?

4. a. Using the *Responsibility Chart*, determine which of the general categories **best** applies to the preceding article.

The social category is best.

- b. Which of the associated responsibilities would correspond to the general responsibility you selected?

Participating in community activities and volunteering are associated responsibilities.

- c. List the three most important points presented in this article.

The most important points in the article include the following:

- *Two teenagers saw a need in society and developed a plan to address this need.*
- *Their purpose was to develop support networks for young offenders.*
- *The students demonstrated social responsibility by their actions.*

5. The Lubicons have a legal right to their own land and therefore the negotiations go on. From the information given, which side seems to be showing the most responsibility in trying to reach a settlement? Explain.

Answers will vary. Some people will think that the Lubicons have been offered land, that \$45 million is a lot of money, and that they are being obstinate in not accepting what has been offered. Others may feel that the governments are inflexible (take-it-or-leave-it offer) and that the money the Lubicons are asking is a very small part of the oil revenues that have come from the land they claim.

6. What types of citizen responsibility seem to be involved in this issue? Give some examples.

There is probably a legal responsibility for the two sides to bargain reasonably. Both sides have a moral responsibility to try to understand the other's position. The unofficial commission is showing social responsibility in volunteering to help reach an agreement.

7. a. Examine the following cartoon. Using the *Responsibility Chart* given earlier in this activity, determine which of the general categories is being ignored by Fillmore.

The political category is being ignored.

- b. Explain the main idea or message of the cartoon.

The main message of the cartoon includes these points:

- *Voters are apathetic toward the election's issues, and their coverage in the media.*
- *Voters find the election uninteresting.*

8. Give two reasons for attempting to provide a balance between rights and responsibilities.

Two reasons for providing a balance between rights and responsibilities include the following:

- *to respect the rights of others*
- *to provide meaningful freedom; to establish social order*

9. What are the rights of women in the workplace?

Women have a right to equality in treatment, working conditions, hiring, salary, etc.

10. What responsibilities do citizens have to help protect these rights?

People must ensure that the equal treatment is carried out; employers, co-workers, and government are all involved.

11. Individual rights are maintained with as few restrictions as possible. An example of a nation that tries to keep these restrictions to a minimum is the United States. Which letter (B, C, D) would best represent this position on the scale?

B would best represent this position.

12. Individual responsibilities are numerous and imposed by law. Individual rights are very limited. An example of this type of society would be Iranian. Which letter (B, C, D) would best represent this position on the scale?

D would best represent this position.

13. Individual rights are very important, but they are modified according to a need for peace, order, and social responsibility. An example of a society that would best represent this position would be Canada. Which letter (B, C, D) would best represent this position on the scale?

C would best represent this position.

Section 1: Follow-up Activities

Extra Help

Citizenship



Rights

Fundamental Freedoms

Democratic Rights

Mobility Rights

Legal Rights

Equality Rights

Language Rights

Responsibilities

Political

Legal

Moral

Social

The preceding diagram represents the attempt by society to strike some type of balance between rights and responsibilities. In the spaces provided to the left and labelled *Rights*, list the six major categories of rights guaranteed by the Charter of Rights and Freedoms (1982).

In the spaces provided to the right and labelled *Responsibilities*, list the four major areas of citizen responsibility that you have to fulfill.

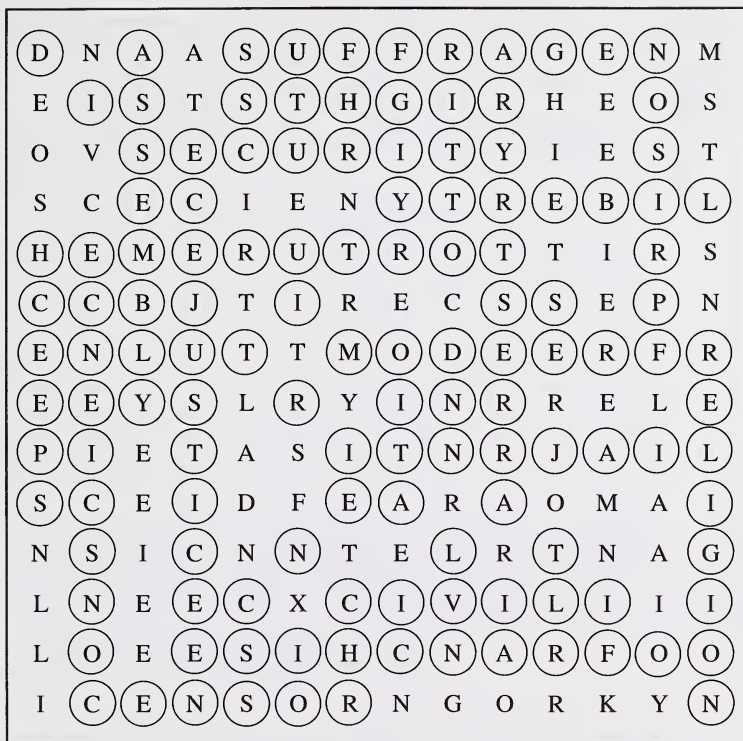
Enrichment

Hidden within the following puzzle are twenty words. These words are listed and they are related to human rights. They may be spelled forwards, backwards, up, down, or even diagonally. Circle the individual letters of each word. Put the unused letters in the boxes provided. They will spell out a question. Give your answer in the appropriate space.

Human Rights

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> ARREST | <input type="checkbox"/> LIBERTY |
| <input type="checkbox"/> ASSEMBLY | <input type="checkbox"/> PRISON |
| <input type="checkbox"/> CENSOR | <input type="checkbox"/> RELIGION |
| <input type="checkbox"/> CIVIL | <input type="checkbox"/> RIGHTS |
| <input type="checkbox"/> CONSCIENCE | <input type="checkbox"/> SECURITY |
| <input type="checkbox"/> DISCRIMINATION | <input type="checkbox"/> SENTENCE |
| <input type="checkbox"/> FRANCHISE | <input type="checkbox"/> SPEECH |
| <input type="checkbox"/> FREEDOM | <input type="checkbox"/> SUFFRAGE |
| <input type="checkbox"/> JAIL | <input type="checkbox"/> TRIAL |
| <input type="checkbox"/> JUSTICE | <input type="checkbox"/> TORTURE |

Human Rights



| | | |
|-----------|--------------------------------|--------|
| NAME | THE | SOVIET |
| SCIENTIST | RECENTLY | |
| RELEASED | FROM | AN |
| INTERNAL | EXILE | IN |
| GORKY | Answer: <i>Andrei Sakharov</i> | |

¹ R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

Section 1 Assignment

Following is a letter published in *The Edmonton Journal*. In this letter, the writer takes the position that smokers have certain rights which are not protected by the Charter of Rights and Freedoms. Carefully read the letter and then complete the activity that follows.

Smokers Have Rights

Canada, land of the free ... If we're so free, then why is it that every time I step out my back door, someone's telling me I can't smoke here or there? I am a Canadian citizen, too, and I have rights that need to be looked after, as well. I am discriminated against by no-smoking planes, restaurants, places of employment, shopping malls, and now busses too. Where will it end? Will I be fined for smoking in my own home, soon? Or will I end up, like so many women years ago, sneaking out back to the proverbial outhouse to smoke?

What about those of us smokers who rely on establishments such as Greyhound

bus lines for transportation? Red Arrow is an alternative (even if more expensive), but some can't afford the already exorbitant prices that Greyhound is charging! Soon, it will be like the liquor prohibition of yesteryear. Only now, we will all have to sneak down back alleys and frequent seedy bars to purchase our cigarettes, like some sort of drug deal.

Well, if this is what our Charter of Rights and Freedoms is leading smokers to, it's time we stood up together for our rights. Let's find a balance to the scales to make ALL Canadians happy.¹

Do you agree or disagree with the writer? Explain your agreement or disagreement and justify your position using information you have acquired in this section. Of particular importance are the following points:

- The Charter of Rights and Freedoms
- your responsibilities
- the article, *The Right of Your Fist Ends Where the Right of My Nose Begins*
- with rights come responsibilities
- Are the rights of smokers or nonsmokers more important in this case?

Your answer should be about one page long. Do your rough work on separate paper. Write your final draft on the appropriate response pages.

Responses should include the following:

- *Students must clearly state the issue.*
- *Students must take a position on the issue.*

¹ *The Edmonton Journal* for the excerpt from "Letters to the Editor." Reprinted by permission of *The Edmonton Journal*.

- *Reasons to justify the position taken must be given.*
- *There must be enough facts and details to show that students have worked through Section 1 carefully.*
- *Check to see that the assignment meets the requirements, has creativity, and is at least a page in length.*

Section 2: Violations of Human/Civil Rights in Canada

Key Concepts

- **violations**
- **human/civil rights**
- **internment**
- **War Measures Act**
- **New Emergency Act**

Canada protects the rights of its citizens quite diligently compared to most other countries. However, in certain emergencies the rights of some Canadians have been suspended. One of these cases was the internment of Japanese Canadians during WWII. This section examines what happened and how new legislation was developed so that all Canadians may be better protected in future emergency situations.

Section 2: Activity 1

For each of the following statements, use the response index that follows to determine the relationship of the statement to the previous article. Place the appropriate letter next to each statement.

Response Index

- a – the statement is supported by the article
- b – the statement is true but not supported by the article
- c – the statement is false but is not disproved by the article

- a 1. Most Canadians take their civil rights for granted.
- a 2. The people of many nations must struggle to get basic rights.
- c 3. Canadians don't care whether or not they get fair and open trials.

- b 4. Canada has one of the best civil-rights records in the entire world.
- b or c 5. In Zaire, the government is a socialist dictatorship.
- a 6. Canadians seem to have very little to worry about in comparison to Iranians, Ethiopians, and Libyans.
- c 7. Most countries of the world have a legal system very similar to Canada's.
- a 8. Today Canadians argue over matters that are actually very trivial.

Section 2: Activity 2

1. For this question, you are required to complete a summary of the previous article (Part B) or the video *Enemy Alien* (Part A). Either of them basically provides information concerning the categories represented here. Your task is to examine each of these categories and provide a point-form summary of the key facts presented in the article or the video.

a. Pre-war Attitudes and Prejudices

- *A great deal of prejudice existed before the war.*
- *There were restrictions on how many Oriental immigrants could enter Canada each year.*
- *Japanese were not allowed to vote in provincial or federal elections (unless they fought in World War I).*
- *Japanese Canadians were also denied entrance to the legal and medical professions.*

b. Pre-War Facts about Japanese Canadians (Number, Jobs, Location)

- *Prior to the war there were 22 000 Japanese Canadians.*
- *They had over 1 200 fishing boats.*

c. Important Wartime Facts and Fears

- *Only 2 000 Japanese were not native-born or naturalized Canadian citizens.*
- *Many were not allowed to join the Canadian Armed Forces.*
- *In February of 1942, Prime Minister MacKenzie King ordered the internment of all Japanese Canadians.*

d. The Internment

- *The Japanese Canadians were rounded up and forced into camps.*
- *They lost their livelihood and possessions.*
- *They were put into primitive camps in isolated areas or sent to work as cheap labour elsewhere.*

2. What were the objections of white people toward Asians in regard to work and economic matters?

It was said that Orientals worked too cheaply, had unfair advantages in business, and sent money out of the country.

3. Do you think the Japanese-Canadian fishing fleet was a threat? List two reasons supporting your position.

The evidence clearly indicates that the fishing fleet was not a threat at all. Two reasons for this are as follows:

- *The boats did not have the technical sophistication to contact the submarines of the Japanese navy.*
- *Most of the Japanese were native-born Canadians and had few ties with or little allegiance to Japan.*

Other answers may be acceptable.

4. How could the Canadian government justify the treatment received by the two men discussed in this story?

Because Canada was at war, the government felt that such action was essential to the welfare of the country.

5. How did the treatment of the Japanese by the Canadian government differ from the way the U.S. government treated its citizens of Japanese descent?

The U.S. government also interned its Japanese citizens, but it was quicker in returning their property to them or giving them fair value for their property.

6. How many Japanese actually went to Japan?

About 3 964 Japanese were deported to Japan.

7. Do you think the Japanese were given a fair choice? Explain your answer.

Your answer will depend on the choice you made. Your explanation should support your choice.

8. Was deportation or permanent relocation justified? Explain your answer.

Your personal answer should provide an explanation.

9. When did the Japanese Canadians finally have their civil rights restored, and how much time passed after the war before the restitution took place?

Their rights were restored on March 31, 1951, some five years and eight months after the war had ended.

Teaching Suggestions

Have students research the issue of Prohibition in the 1920s. In what ways was this an issue of human rights? How successful was Prohibition?

Section 2: Activity 3

1. Based on your understanding of the article you have just read, complete the following chart and then answer the questions that follow.

Powers of the Emergencies Act vs the War Measures Act

| Differences | Similarities |
|---|--|
| <p><i>The Bill gives authorities the power to deal with a state of war, lesser powers to deal with an international emergency, and more restricted powers to deal with public disorder and natural or man-made disasters.</i></p> <p><i>While the new Act is not to be as blunt as the War Measures Act, there are no assurances that the new Act would end up significantly different from the War Measures Act.</i></p> | <p><i>Many feel that the Act is too vague and gives powers too broad for any government.</i></p> |

2. Should the Canadian government have such powers? (Yes ___ No ___). List three reasons to support your position.

Your answer will depend on your position in relation to the issue in this question. Be sure your reasons support your position.

3. List three orders the government could give under the Emergencies Act..

Under the Emergencies Act the government can issue the following orders:

- *regulate or prohibit public assembly, travel, and use of certain property*
- *designate and secure “protected places”*
- *provide essential services*

4. Create a headline that reflects your feelings about the Emergencies Act.

Answers will vary. Does your headline reflect a positive or negative feeling about the Emergencies Act?

Section 2: Follow-up Activities

Extra Help

Do **either** Part A **or** Part B.

Part A

1. List the three most important points presented by the video *Enemy Alien* in relation to the internment of the Japanese.

The most important points presented by the video include the following:

- *It suggests that the Japanese were largely victims of racial prejudice and discrimination. Even prior to World War II, the attitude towards the Japanese Canadians was negative and racially biased.*
- *In a democratic country like Canada, human rights abuses can take place if people’s rights are not protected by law. Information brought forth in the videotape suggests that there was no real evidence that the Japanese were guilty of any crime or wrong-doing.*
- *Through this historical case study, the question of what kind of human rights protections are needed in a society is clearly raised. Should the Japanese Canadians be compensated for their losses? How can society ensure that these kinds of abuses do not happen again? What does living in a democracy mean if people’s rights can be easily taken away by the state?*

2. Do you think the producer of this film is trying to convince you to believe a particular point of view or bias? In other words, is the producer trying to convince you that the internment was a good thing or a bad thing? Explain.

The video took a very clear position with respect to Japanese internment. The video dismisses the idea that the Japanese were a threat to Canada's national security. It takes the position that Canada was acting in a very prejudicial and discriminatory fashion. The internment, according to the film, is a black mark against the protection of human rights.

Part B

1. Put the headlines in chronological order (the order in which they occurred).

The headlines in chronological order are the following:

- *Japanese Attack Pearl Harbor – December 7, 1941*
 - *Japanese Fishing Fleet in B.C. Considered Security Threat – December 16, 1941*
 - *Hundreds of Canadians Captured – Hong Kong Falls – December 26, 1941*
 - *British Columbia Security Commission Relocates 22 000 Japanese Canadians – February 1942*
 - *Japanese Property Sold to Prevent Resettlement in B.C. – 1944*
 - *Deportation Orders Given to 3 900 Japanese – December 17, 1945*
 - *Japanese Canadians Finally Have Rights Restored – March 31, 1951*
 - *No Evidence to Show Japanese Canadians a Threat During War – 1985*
 - *PM Says Racism at Root of Internment – October 1985*
 - *Historian Says, “Bias Against Japanese Real Threat” – 1986*
 - *U.S. Congress Ratified Japanese Repayment – August 10, 1988*
 - *Canadian Government Apologizes to Japanese – September 22, 1988*
2. a. Which headlines present important events relating to the actual internment?

These headlines present events relating to the internment:

- *B.C. Security Commission Relocates 22 000 Japanese Canadians*
- *Japanese Property Sold to Prevent Resettlement in B.C.*
- *Deportation Orders given to 3 900 Japanese*

- b. Which headlines present the various actions taken by the Canadian government during the crisis and up to the present?

These headlines present government actions:

- *B.C. Security Commission Relocates 22 000 Japanese Canadians*
- *Japanese Property Sold to Prevent Resettlement in B.C.*
- *Deportation Orders given to 3 900 Japanese*
- *Japanese Canadians Finally Have Rights Restored*
- *Canadian Government Apologizes to Japanese*

- c. Which headlines present evidence to show that the Japanese were not a threat to security?

These headlines show that the Japanese were not a security threat:

- *No Evidence to Show Japanese Canadians a Threat During War*
- *PM Says Racism at Root of Internment*
- *Historian Says, “Bias Against Japanese Real Threat”*

Enrichment

The FLQ Crisis

The FLQ was a *terrorist* organization that existed in Quebec in the 1960s and 1970s. The goal of this group was the *independence* of Quebec. In the 1960s, the FLQ, which stands for *Front de Libération du Québec (Quebec Liberation Front)*, entered upon a terrorist campaign of bombing. Despite their efforts, the police were unable to crack this organization. As a result of their bombings, several people were killed or injured; most of them innocent bystanders. In October of 1970, the organization changed tactics by first kidnapping *James Cross* and then *Pierre Laporte*. The Canadian government, fearing an armed insurrection, invoked for the first time in peacetime the *War Measures Act*.

While many Canadians were upset by this action, the majority supported the government. The Canadian federal government and the Quebec provincial government refused to negotiate with the kidnapers. In order to stall for time, they finally agreed to read a statement on television called *The Manifesto of the FLQ*. Shortly after this, the body of *Pierre Laporte* was found in the trunk of an abandoned car. The Canadian nation was shocked. Despite this murder and continual threats by the kidnapers to harm the second hostage, the Canadian government refused to grant special status to jailed FLQ members. The special status that the FLQ wanted is called *Political Prisoner Status*.

Finally, the police closed in on the kidnapers, who agreed to release their victim unharmed if they were guaranteed safe passage out of the country. This condition was granted. *James Cross*, the British Trade Commissioner, was released; and the terrorists, in a very dramatic scene, were flown to *Cuba*.

Section 2 Assignment

In this assignment you are asked to adopt the role of a newspaper columnist. Your editor has assigned you to write an editorial that deals with the new Emergencies Act that will replace the War Measures Act.

The real issue that your editor wants you to explore and discuss is the following question:

Should the Canadian government have the power to restrict or eliminate the civil rights of its citizens?

You decide that you will look at the problem using a historical case study as a backdrop to justify your position on this controversial issue.

You think back to your journalism courses and remember what your instructors told you about writing good editorials: The best editorials are the ones that combine opinion with facts. This shows the reader that you know what you are talking about and not just expressing a personal opinion.

You decide to use the Japanese internment as your case study. After careful consideration, you decide to include the following important components in your editorial:

1. What is your position on the issue? **Should the Canadian government have the power to restrict or eliminate the civil rights of its citizens?** (State your position.)

Answers will vary and be personal.

2. From the case study, supply **five** facts that are important and would support your position.

Answers will vary depending on the student's position.

3. Now that you have stated your position and presented five facts that support it, write a paragraph that clearly explains what you think are the most important aspects of this issue. Do your rough work on scrap paper.

The student must clearly and logically explain what he/she considers the most important aspects of the issue. The summary must be in paragraph form.

Section 3: Protection of Rights in Canada

Key Concepts

- **Constitution Act**
- **Canadian Charter of Rights and Freedoms**
- **Alberta Human Rights Commission**
- **Ombudsman**
- **Media**

Section 3 considers two main areas regarding civil rights in Canada. One is the specific rights that citizens have as they are defined in legislation. The other is the means by which violations of rights can be prevented or corrected when they occur.

Section 3: Activity 1

1. Based on the readings and the introduction to this section, summarize the main reasons for having a Charter of Rights and Freedoms in Canada.

Canada has a Charter of Rights and Freedoms in Canada to ensure that rights and freedoms are not abused or taken away from citizens. The Charter sets down by law the rights and freedoms. Having them set in law makes it very difficult to remove rights and freedoms from citizens. In this way, the Charter acts as a protective device.

2. Section 1 of the Charter of Rights and Freedoms guarantees the rights and freedoms set out in the Charter. Does it guarantee them absolutely? Explain.

No. Section 1 of the Charter does not guarantee these rights absolutely. It does allow governments to pass laws that limit one's rights and freedoms in certain circumstances.

3. What must the government do if it wishes to take away or limit any of the rights and freedoms outlined in the Charter?

The government must prove that limiting or taking away human rights is reasonable and justifiable in a democratic country.

4. What body or institution decides if a law limiting rights and freedoms is reasonable and justifiable in a free and democratic society?

The courts make such decisions.

5. In December of 1982, an Ontario resident, John B. Thomsen, was driving home. Thomsen was stopped by the police because he had a burned-out headlight. After being stopped by the police, he was asked to submit to a breathalyzer test because police suspected him of drinking. Thomsen refused to take the breathalyzer test and his licence was suspended. Thomsen argued that the CHECKSTOP was illegal because he was not informed by the police that he had the right to a lawyer.

Using the idea of balance between individual freedom and the good of society, what do you think that the court decided?

The courts had mixed interpretations. The Ontario Supreme Court ruled that Thomsen's rights had indeed been violated. The Supreme Court of Canada, however, overturned the lower court's ruling on the basis that public safety was threatened. The higher court felt that for the good of society (public safety), the accused at a CHECKSTOP should not have the right to counsel.

6. Why is it sometimes necessary to limit the freedoms of people even though it states in the Charter that you are guaranteed these rights and freedoms?

It is sometimes necessary to limit people's freedom for the safety and benefit of society as a whole. It may also be necessary to limit the freedom of people in order that individuals in society are not harmed by the actions of others.

7. Build an argument that suggests that it is acceptable to limit freedom of peaceful assembly and association.

You could argue that some peaceful assemblies are for destructive or harmful purposes. For example, should the Ku Klux Klan be allowed to meet peacefully in order to plan racist demonstrations that could end up harming other people?

8. If people keep their thoughts to themselves, is it legal to think or believe anything they wish if they do not act on these thoughts? Explain.

Yes. Canadian society does not try to control what people think. It is perfectly legal to think what you wish. It may be illegal, however, to act on thoughts. It is the action that could be illegal.

9. Is there any group of people that you feel should not be able to vote? Support your answer.

Your answer in this question will depend upon your own point of view. Your answer should be supported by a short and logical argument.

10. Do you feel that persons under eighteen years of age should be able to vote? Support your opinion.

Your answer in this question will depend upon your own point of view. Your answer should also be supported by a short and logical argument.

11. According to the Canadian Charter of Rights and Freedoms, can Canadian citizens move to any province and seek a livelihood (in other words, look for work)? Explain.

Yes. Every citizen of Canada has the right to move from province to province to look for work. This freedom is guaranteed by the mobility rights section in the Canadian Charter of Rights and Freedoms.

12. The Canadian Charter of Rights and Freedoms says that all Canadians have the right to enter, remain in, and leave Canada. Does this mean that all citizens of Canada can return to Canada under any circumstances? Explain.

Citizens of Canada cannot be denied access to the country. Even if they have committed a crime against Canada, they must be given access. The only time Canadians cannot return to Canada would be if they were being held by a foreign government or police for wrong doings.

13. Does the Charter guarantee that all citizens of Canada can leave Canada to enter any country of their choice? Explain.

While the Charter states that all Canadian citizens are free to leave and enter Canada, this is not strictly the case. Canadian citizens can only leave Canada and enter another country if they are granted access by that country.

Teaching Suggestions

Discuss questions which might arise from the Charter of Rights, for example, does the government of Alberta have the right to hire only workers from Alberta for a new project?

14. On what grounds may the police search a person's home or hold a person in custody?

The police may do this if they have reasonable grounds for doing so (for example, suspicion of possession of stolen goods).

15. Under the legal rights agreement in the Charter, what must a police officer do when arresting a person?

A police officer must tell the person why he or she is being put under arrest. The officer must also inform the person of his or her right to speak to a lawyer.

16. What must be done if a court of law decides that a person is being held unlawfully?

The person must be released immediately.

17. What might happen to a person if the right to be tried within a reasonable period of time did not exist in the Charter?

A person could be held in prison for an indefinite length of time before coming before a court of law.

18. What are the strengths of the Charter?

The Charter of Rights and Freedoms will provide Canadians with a legal structure to ensure the protection of their basic rights and liberties.

19. What are the potential consequences of the Charter?

It will bring new cases before the courts and challenge some of the laws that are now in place.

20. Is this Charter good for the citizens of Canada? Explain.

The Charter has many benefits for Canadians, but to sort out all of its implications for society will take time. You should give specific advantages or disadvantages to support your point of view.

21. Complete **either** Part A **or** Part B. Part A involves a video and Part B is a print alternative. If you have the appropriate video equipment, view the videotape *Gift of Freedom: A Charter on Trial*, and complete Part A. If not, do Part B.

Part A

Generally, what does the videotape say about the Canadian Charter of Rights and Freedoms?

The video suggests that the Canadian Charter of Rights and Freedoms will be on trial for a number of years to come. In other words, the full implications of the Charter will not be immediately known. The Charter will also be a document that will change over time and influence Canadian laws and human rights for many years to come.

Part B

Do you think the list included under the heading *Equality Rights* is complete enough or should it include other groups? Explain.

Answers will vary and should be explained. It is not possible for the Canadian Charter of Rights and Freedoms to list all groups that might want coverage under the Charter. It is assumed that all people are in fact covered under the provisions of the Charter.

Section 3: Activity 2

1. What is the name of the Act passed by the government of Alberta that is designed to protect citizens of Alberta against acts of discrimination?

The Individual's Rights Protection Act is the act.

2. What is the difference between prejudice and discrimination?

Prejudice is an attitude or thought that is formed without really considering the facts. Discrimination is prejudice that is put into action.

3. Are human-rights laws designed to control prejudice and discrimination? Explain.

Human-rights laws are not designed to control what people think. In fact, the law is not concerned with what people think. A person cannot be convicted of a crime for his or her thoughts; however, if these thoughts are turned into prejudicial or discriminatory actions and harm other people, then they are illegal.

4. In what specific areas are Albertans protected by the Human Rights Commission from acts of discrimination?

The Alberta Human Rights Commission protects Albertans in the following areas:

- *employment*
- *tenancy*
- *public accommodations and services*
- *signs and notices displayed in public*
- *applications and advertisements regarding employment*

5. According to the Alberta Human Rights Commission, what is the most effective method of controlling discrimination? Explain.

The Alberta Human Rights Commission believes that an educated and well-informed public is necessary in order to control discrimination.

6. If you feel that you have been discriminated against, what can you do?

If you believe that you have been discriminated against in any of the areas covered by the Human Rights Commission, you can contact the Alberta Human Rights Commission and have your case reviewed by the Human Rights Officer. If the officer finds that your complaint is an actual case of discrimination, it will be forwarded to the Human Rights Commission for further investigation.

Section 3: Follow-up Activities

Extra Help

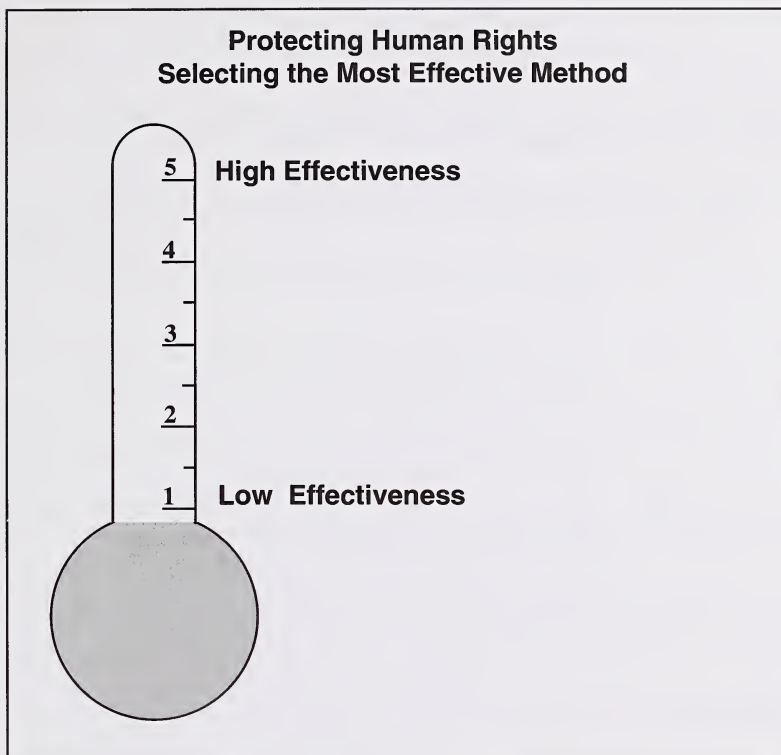
1. Why is it necessary to have your human rights protected and safeguarded by law?

It is essential to have one's human rights protected by the law to ensure that they cannot easily be taken away from one.

2. Which of the four methods of protecting human rights do you think is the most effective?

- Canadian Charter of Rights and Freedoms
- Media
- Individual's Rights Protection Act
- Provincial Ombudsman

Rank each of the four methods by placing it next to the indicated scale at the area you feel it belongs.



Your answer to this question will depend on your own point of view and thoughts about how human rights can best be protected. You will want to consider whether all the methods outlined are effective, and how each method compares to the others in its effectiveness.

3. In the Canadian Charter of Rights and Freedoms there are six main sections that deal with protection of rights in Canada. If a person or group believed that their rights had been violated, they could appeal to a court, basing their complaint on one of these particular sections.

The major sections of rights which you studied are the following:

- A. Guarantee of Rights and Freedoms
- B. Fundamental Freedoms
- C. Democratic Rights
- D. Mobility Rights
- E. Legal Rights
- F. Equality Rights

Read each of the following cases, and decide which of the preceding sections from the Charter of Rights may have been violated. The first one is done for you.

- F a. A woman claims that men in her company receive higher pay for doing the same work that she does.
- B b. Sikhs in Canada claim the right to wear turbans rather than the regular hats of the RCMP.
- F c. A man who is 65 is forced to retire.
- E d. A person believes that police searched his house without a clear reason for their action.
- C e. A Returning Officer (election official) argues that as a Canadian citizen, he should be able to vote even if there is not a tie in his riding.
- B f. A man selling racist buttons has them confiscated by police.
- A g. The government uses the army to restore order after serious rioting and arrests several people who are on the street late at night.
- F h. A sign in a store window reads that no more than three teenagers are allowed in the store at one time.

Enrichment

1. Look closely at the cartoon. What is the main message of the cartoon?

The cartoon is suggesting that minority groups in Canada, like the Indians and Inuit, are not given equal rights and equality of treatment. It is suggesting that minority groups in Canada are being discriminated against by the government and by the majority of the population.

2. The role of media has been described as being very powerful. Do you feel that this role is too powerful? Discuss your opinion. Are you able to find any magazine or newspaper articles that help to support your opinion? You might wish to share these with your teacher or fellow students.

Answers will vary. Have opinions been supported? Were any supporting articles found?

3. In what ways does the Canadian Charter of Rights and Freedoms protect minority groups (for example, Indians and Inuit)? Please refer to specific sections of the Charter.

The Canadian Charter of Rights and Freedoms outlines many ways in which the minorities of Canada are protected from discrimination. Some of the specific sections are as follows:

- *Section 2 – Everyone has certain fundamental freedoms; this section applies to all Canadians.*
- *Section 3 – Every citizen has the right to vote in an election.*
- *Section 6 – Every citizen has specified mobility rights.*
- *Section 7 – Everyone has the right to life, liberty, and security of the person.*
- *Sections 8, 9, and 10 – Everyone has specified legal rights.*
- *Section 15 – Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination.*
- *Section 25 – The Charter does not take away any of the aboriginal rights of Canada’s native people.*

Section 3 Assignment

As a student, you are expected to develop critical and creative thinking skills. In view of the work done in this section about the Canadian Charter of Rights and Freedoms, this assignment asks you to look at the rights and freedoms that you would like to see in schools.

Develop a Charter of Rights for a school. You may deal with a real or an imaginary school. The Charter that you are asked to develop for this assignment should contain the following parts:

Part 1 – list of rights and freedoms that you would like to see entrenched

Part 2 – list of responsibilities that should be adhered to by all students

When developing your Charter, keep in mind the ideas of rights, freedoms, and responsibilities that were addressed by the Canadian Charter of Rights and Freedoms.

Students should use the Canadian Charter of Rights as a base for developing their own school Charter.

- *Has the assignment met the requirements asked for?*
- *A clear understanding of rights, freedoms, and responsibilities should be illustrated.*

Section 4: Violation and Protection of Rights Internationally

Key Concepts

- **Human rights abuses**
- **United Nations**
- **The International Red Cross**
- **Amnesty International**

No country has a perfect human rights record but some, such as Canada, are much better than others. In some countries there are severe conditions of repression where most of the population have almost no rights. Canada and other countries are working through international organizations to try to improve human rights around the world.

Section 4: Activity 1

1. From the list of abuses of human rights, select the five that you think are the worst. Provide a reason for each of your selections.

In this Activity, you can select a variety of answers from the list of human rights violations throughout the world. After selecting the violations, state why you selected these specific violations. What made you select these violations as opposed to others on the list? The reasons for your choices should be clearly explained.

Teaching Suggestions

Use a newspaper or magazine to find examples of international violations of human rights. Is there anything Canada could do to help in any of these situations?

2. In certain countries it is acceptable to torture political prisoners, to execute people who oppose the major religion, or to treat people as property (buy and sell them as slaves). If these practices represent national values, should other countries such as Canada interfere or try to get changes in such practices? Explain your position.

You may have whatever opinion you wish. Many people, however, including world leaders, believe that everyone has a right to a decent life and that all have rights which should be protected. Because Canadians hold this belief, efforts should be made to try to get offending nations to change.

3. You may wonder why there is so much concern about abuses and suffering in other areas of the world. Should people in rich, peaceful places try to change the rest of the world? Do you think it is a natural human urge to want to improve life and reduce suffering? Explain.

It seems to be a mark of civilization and a basic human quality to want to help people less fortunate. People feel sadness and anger when they learn of human rights abuses and they seek to stop and prevent them as much as possible.

4. Describe some of the main areas of human rights abuses in Canada.

These are some of the main areas of human rights abuses:

- *wire tapping and mail censorship*
- *unreasonable searches in some drug or security cases*
- *social inequality of natives*
- *restrictions on access to legal aid*

5. Review the material in this Activity. Write three more research questions that would also be important when researching this issue.

There are a number of research questions that could be used as the basis for conducting your research. The following are examples only.

- *What are the problems associated with trying to protect human rights on a world-wide level?*
- *What nations throughout the world have the greatest number of human-rights violations? Should Canada concentrate on nation-states of this sort?*
- *With such a global issue, what can the individual do in order to work towards the protection of human rights?*

Section 4: Activity 2

1. Which three basic rights do you consider to be the most important? Make a list of these basic rights in order of importance. (Begin with the most important right.)

Your answers in this activity will be based on some of your own ideas and thoughts about what rights are important and should be protected.

2. Can you think of any other human rights that could be included in this Declaration? Explain.

Your answer will depend on your opinion. Have you supported your answer?

3. Do you think that any of the rights listed should not be enjoyed by any person? Explain.

Your answer will depend on your opinion. Have you supported your answer?

4. Summarize some of the major problems associated with protecting human rights on an international level.

The major problem associated with protecting human rights on a world level is one of enforcement. It is very difficult for people in one country to force or persuade the government of another country to provide its citizens with greater rights and freedoms.

Other problems may be listed.

5. List and discuss three methods that governments can use to try to persuade other countries to observe basic human rights.

The following are suggested methods:

- *One method is the application of sanctions or penalties. If a country is not adhering to accepted norms of rights and freedoms, other nations of the world may refuse to trade or do business with that nation.*
 - *Nations could take even more drastic action against other nations that they believe are violating the human rights of citizens. They could decide to cut all ties with the violating nations.*
 - *Nations can also accept individuals who have had their rights violated by other nations. These individuals can enter a country as political refugees.*
6. Why can groups such as Amnesty International and the International Red Cross help protect human rights in ways that governments cannot?

Groups such as Amnesty International and the International Red Cross can often be more effective than governments in the fight against human rights violations because they have no political ties. As a result, officials of these organizations may be allowed to negotiate with state officials regarding human rights violations. Often, governments that involve themselves in such matters are viewed as overstepping their legal bounds, thus interfering with matters that are not any of their business.

7. List some of the ways in which Amnesty International protects and helps people who have had their human rights violated.

Amnesty International works by collecting and gathering accurate forms of information regarding human rights abuses. The membership of this organization then takes on the task of trying to persuade violating countries to change their policies and ways. Members are asked to write letters which appeal for changes or attempt to pressure a country into being more liberal with human rights cases.

8. Which do you think can be more effective in protecting basic human rights throughout the world, governments or non-government groups? Explain.

Both governments and non-government groups have a role to play in trying to protect people against human rights abuses. Governments can often be successful if they set penalties against nations which they feel are violating human rights. Non-government organizations, however, are much more politically neutral, and as a result, they can be effective in ways that governments cannot.

9. What two basic problems are faced when dealing with human rights on a global level?

Two basic problems on the global level include the following:

- *varying national priorities*
- *varying values of nations*

Teaching Suggestions

- Contact:

Amnesty International of Canada
130 Slater St., Suite 900
Ottawa, Ontario
K1P 6E2

Write to the organization and have them send their newsletter about human rights violations around the world.

- Make a poster dealing with international rights and their violations around the world.

Section 4: Activity 3

1. By answering the following questions, you will analyse the information dealing with the first research question, **What rights are considered basic to all human beings?** Explain your reasons for each response.
- a. Is the summarized information factual or judgemental?

The information related to the first research question is open to individual judgement and opinion. Not all people have the same point of view regarding man's basic human rights. If you were to ask people to identify their basic rights, you would certainly get a wide variety of responses. As a result, the information cannot be considered factual.

- b. Is the data biased and one-sided?

The data is one-sided in favour of human rights.

- c. Do you consider the information to be reliable and trustworthy?

The information may be reliable, but its factual value is limited because it involves a judgement.

2. By answering the following questions, you will analyse the information dealing with the second research question, **Does the world have a charter that protects people from human rights abuses?** Explain your reasons for each response.

- a. Is the summarized information factual or judgemental?

The information related to the second research question is very straightforward and factually-based. It is a fact that the United Nations Declaration of Human Rights attempts to set a standard for basic human rights. It is also a fact that not all nations of the world adhere to the code. The data does not present the argument that this code should be adhered to by all nations and in this respect, it is not passing a value judgement.

- b. Is the data biased and one-sided?

The data does not present a one-sided view of what the Declaration of Human Rights attempts to do.

- c. Do you consider the information to be reliable and trustworthy?

The information is reliable because it states the objectives of the Declaration of Human Rights.

3. By answering the following questions, you will analyse the information dealing with the third research question, **What organizations work to establish and protect human rights at the world level?** Explain your reasons for each response.

- a. Is the summarized information factual or judgemental?

The information related to the third research question is also factually-based. The answer is presenting a descriptive view of the organizations that work to establish and protect rights at the world level. The methods used to try to ensure that all nations of the world have basic rights are also discussed. Certainly the work carried out by groups such as Amnesty International and the International Red Cross attempts to protect human rights and there is a judgement made by these groups that the work they do is desirable and worthwhile.

- b. Is the data biased and one-sided?

No. The data is basically presenting facts.

- c. Do you consider the information to be reliable and trustworthy?

The information is reliable because it just describes the role of government and non-government agencies.

4. By answering the following questions, you will analyse the information dealing with the fourth research question, **What can Canadians do to take a leadership role in human rights issues?** Explain your reasons for each response.

- a. Is the summarized information factual or judgemental?

The information related to the fourth research question involves a judgement. In answering the question and looking at the variety of options available, your own personal views and beliefs will come into focus.

- b. Is the data biased and one-sided?

Your position on the question may be very different from the views of others. In this respect, the view that you take will be very dependent on your values and beliefs.

- c. Do you consider the information to be reliable and trustworthy?

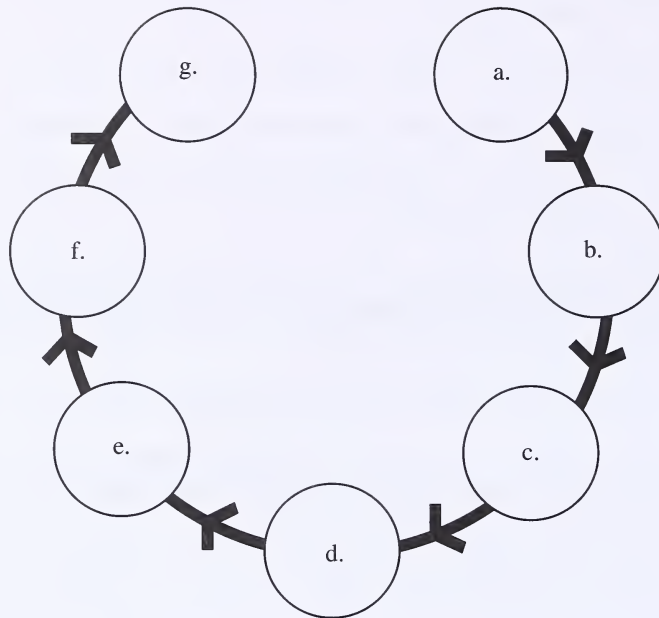
The information presented is reliable; however, it is designed to have you think and form your own judgements.

Section 4: Follow-up Activities

Extra Help

1. Do you know and understand the major steps of the inquiry process and what tasks are expected in each of the steps?

Label the seven steps in the Inquiry Process. Briefly summarize what each step in the Inquiry Process is designed to do.



- a. Step 1: *Identify and Focus on the Issue* – In this step you outline an issue for study. You determine why something is an issue or topic for investigation. You also develop a **should** question that is used as a guide for investigating the issue.
- b. Step 2: *Establish Research Questions* – In this step, you must set questions that will guide your study or investigation of the issue. Research questions, once answered, are designed to provide you with important and relevant knowledge. It is vital that you have a sound knowledge of the issue before taking a final position on the topic.
- c. Step 3: *Gather and Organize Data* – The pursuit of knowledge is important to understanding an issue and its variety of perspectives. In this step of the inquiry process, you are asked to answer the research questions that were set in the last step. By answering the questions, you will build a knowledge base on which you can make future decisions regarding the issue.
- d. Step 4: *Analyse and Evaluate the Data* – In this step, you will check the data that you have gathered. You will be expected to look for bias, reliability or trustworthiness of data, as well as statements of fact and/or opinion.
- e. Step 5: *Synthesize Data* – The intent when synthesizing data is to put the issue and your data into a form that you can easily understand and use. The issue and your data should be easily understood after it has been gathered, evaluated, and synthesized.

- f. **Step 6: Resolve the Issue** – In this step, you take a position on the issue. You can resolve the issue in a variety of ways. After taking a position on the issue, you are expected to defend your position with logical and convincing arguments. In order to make your defence more convincing, you should also make use of the data that you collected.
- g. **Step 7: Take Social Action** – After establishing a logical and persuasive defence of your position on the issue, you are asked to present your views to others in the hope of creating greater awareness of the issue. You are requested to take some form of social action to involve yourself in the democratic process and to be an active and participating member of society.

2. Fill in the following chart with some basic information about these three human-rights organizations.

| Organization | Aims | Methods of Protecting Human Rights | Successes/ Failures |
|--------------------------------|--|---|--|
| International Red Cross | <ul style="list-style-type: none"> • <i>Preserve and defend human rights.</i> | <ul style="list-style-type: none"> • <i>helps prisoners and gives emergency aid</i> | <ul style="list-style-type: none"> • <i>long tradition of service</i> |
| Amnesty International | <ul style="list-style-type: none"> • <i>Preserve and defend human rights.</i> | <ul style="list-style-type: none"> • <i>public education</i> • <i>pressure through letters and public opinion</i> | <ul style="list-style-type: none"> • <i>has had some successes</i> • <i>slow, indirect process</i> |
| United Nations | <ul style="list-style-type: none"> • <i>Preserve and defend human rights.</i> | <ul style="list-style-type: none"> • <i>Universal Declaration of Human Rights</i> | <ul style="list-style-type: none"> • <i>moral pressure, but no real authority</i> |

Enrichment

What is the position taken by Charles A. White regarding the best method by which human rights can be protected on a world level? What does White suggest is the most effective method by which rights can be protected? Summarize his position and explain why he takes this stand. Do you agree with his position? Answer in paragraph form.

Charles A. White argues that governments are not very good at fighting to protect human rights. He presents this argument because government action is severely limited due to political and economic differences in many countries of the world. He is suggesting that these major differences between nations mean that they see the topic of human rights from a wide and divergent perspective. Consequently, they do not agree on what rights, if any, should be protected. White also argues that if countries try to force other nations to adhere to a basic set of human rights, they may in fact harm themselves. He provides an example to support his point. "Trade can weaken a nation's stand on human rights. For example, Britain trades heavily with South Africa and so is reluctant to press for more human rights for South African blacks." For these reasons, non-government groups such as Amnesty International are much more effective and can put up a stronger fight.

Whether you agree or disagree with White's position is personal. Have you supported your position?

Section 4 Assignment

Your assignment is to write a letter to the Minister of External Affairs, Government of Canada, Ottawa, Ontario, stating your views regarding the following question:

Should Canada take a leadership role in working for the protection of human rights on a worldwide basis?

Your letter should answer these questions:

- What is your position on the question?
- Why do you believe that this is the best position for Canada to take?
- What evidence do you have that supports your position?
- What valid positions oppose your views?
- How would you criticize or argue with the alternative views?
- What actions should Canadians take for the protection of human rights on a world level? Should Canadians take any action?

You must use evidence and well-thought-out arguments to support your views. Complete the assignment in about 2 – 3 pages and use proper business-letter format.

Your letter should include an introduction, body, and conclusion. The introduction should contain your position on the issue. The body should present your arguments for or against the issue. Your conclusion should emphasize your position with a brief closing statement.

The assignment should be in business-letter format. The introduction should contain the student's position on the issue. The body should present the arguments for or against the issue. The conclusion should emphasize the student's position with a brief closing statement.

Final Module Assignment

Choose the response which **best** answers the question or completes the statement. Place the letter of that response in the appropriate blank on the response page.

- B 1. The police use electronic wire-tapping and eavesdropping to catch criminals. In Canada, the most likely objection to this is
- A. that privacy is a fundamental freedom
 - B. that privacy is a democratic right
 - C. that privacy is an equality right
 - D. electronic surveillance is against the law
 - E. tape recordings can be altered and falsified

For Questions 2 – 5, choose the letter of the **best** response from the following list. Responses may be used more than once.

- A. civil rights
- B. human rights
- C. civil liberties
- D. equality rights
- E. democratic rights
- F. fundamental freedoms
- G. mobility rights

- A 2. The right to life is an example of
- B 3. A Canadian is being investigated by the police for promoting hatred of an identifiable group. This person was inciting young people to damage the property of a visible minority. The most likely objection to this action is that it violates
- D 4. A province has ruled that only people who have lived in that province for at least two years are allowed to work in a certain industry. The most likely objection to this is that it violates
- C 5. A Third World country has made membership in the communist party illegal. Anybody who is a member of this party is arrested and imprisoned. In Canada, such an arrest would probably be appealed on the basis that it violates

Final Test

There are two copies of the final test: the teacher's copy which includes a marking guide, and the student's copy which is designed for photocopying and possible faxing.

Note:

The student's copy and the teacher's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.



SOCIAL STUDIES 10

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **2.5 HOURS TO COMPLETE THIS TEST**. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice – 75 marks

PART B: Essay Section – 25 marks



Value

PART A: MULTIPLE CHOICE

75

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and fill in the space that corresponds to your choice.

Example

Response Page

1. The capital city of Canada is

 C 1.

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

 D 1. Which is an example of regional disparity?

- A. The Maritime provinces are considering forming a union to stimulate economic development.
- B. Alberta is rich in oil and natural gas; Quebec has vast deposits of iron ore.
- C. In Quebec, the French Canadians outnumber the English Canadians.
- D. The average income per person for Canadians living in different parts of the country is not the same.

 D 2. Which of the following statements correctly describes Canada's present immigration policy?

- A. Little consideration is given to those who wish to immigrate in order to join relatives in Canada.
- B. Refugees are allowed only if they manage to get to Canada on their own.
- C. There are no limits on the number of immigrants to be allowed over a given length of time.
- D. There are maximum figures for total yearly immigration with priorities for specified classes of immigrants.

 D 3. Immigration continues to be an important aspect of Canadian society for all of the following reasons except ONE. Choose the EXCEPTION.

- A. Canada has a declining birthrate.
- B. Canada has a reputation as a humanitarian nation.
- C. Canada has a small population.
- D. Canada has an over-skilled labour force.

- D 4. The Canadian government's position on cultural groups in Canada today is one that favours
- assimilation
 - anglo-conformity
 - anglo-franco conformity
 - multiculturalism

USE THE FOLLOWING STATISTICS TO ANSWER QUESTIONS 5 – 10

Canadian Statistics

| Province | Population (thousands) 1991 | Percent of adults employed 1989 | Unemployment rate – percentage 1989 | Average family incomes 1989 | Value of building permits (million dollars) 1989 | Hospital cost per patient per day 1988 |
|----------------------|--------------------------------|------------------------------------|--|--------------------------------|---|---|
| Newfoundland | 572 | 55.7 | 15.8 | 39 648 | 346.8 | 454.17 |
| Prince Edward Island | 130 | 65.0 | 14.1 | 38 726 | 149.0 | 306.80 |
| Nova Scotia | 898 | 61.2 | 9.9 | 43 123 | 881.1 | 453.61 |
| New Brunswick | 726 | 59.5 | 12.5 | 40 670 | 596.4 | 358.10 |
| Quebec | 6 812 | 64.0 | 9.3 | 44 860 | 8 695.6 | 310.77 |
| Ontario | 9 840 | 69.8 | 5.1 | 57 330 | 20 031.2 | 436.82 |
| Manitoba | 1 093 | 67.0 | 7.5 | 46 551 | 846.0 | 464.77 |
| Saskatchewan | 995 | 66.2 | 7.4 | 42 978 | 511.4 | 316.32 |
| Alberta | 2 501 | 72.4 | 7.2 | 49 734 | 2 647.3 | 384.84 |
| British Columbia | 3 186 | 66.8 | 9.1 | 49 442 | 5 221.0 | 322.02 |

STATISTICS CANADA

- B 5. Which of the following statements is most accurate regarding the province of Ontario?
- It contains over half of Canada's population.
 - It contains more than one-third of Canada's population.
 - No province contains more than half as many people as are contained in Ontario.
 - The four western provinces together have a population that exceeds that of Ontario.

- D 6. The greatest difference in incomes exists between
- A. Alberta and British Columbia
 - B. Manitoba and Saskatchewan
 - C. New Brunswick and Prince Edward Island
 - D. Ontario and Newfoundland
- A 7. Which of the following concepts is illustrated by the statistics presented in the chart?
- A. disparity
 - B. equality
 - C. abundance
 - D. poverty
- A 8. It appears to be easier to find jobs where
- A. incomes are highest
 - B. incomes are low
 - C. population is low
 - D. many people speak French
- B 9. The greatest difference between Quebec and Ontario is in
- A. medical costs
 - B. the amount of construction
 - C. unemployment
 - D. incomes
- C 10. The number of provinces with incomes below the national average is
- A. three
 - B. five
 - C. six
 - D. nine
- C 11. Which of the following statements describes a unifying force in Canada?
- A. Most of Canada's geographic regions are continental.
 - B. Canada is culturally and linguistically diverse.
 - C. The federal government attempts to reduce economic disparities.
 - D. Both federal and provincial governments lay claim to offshore resources.

- A 12. DRIE, equalization payments, and transfer payments are similar in that each
- A. is an attempt to reduce regional disparity
 - B. shifts wealth from Western to Eastern Canada
 - C. provides subsidies for job creation in underdeveloped areas
 - D. is jointly funded by federal and provincial governments
- D 13. Which of the following expressions correctly describes the Canadian situation with respect to culture?
- A. a melting pot
 - B. to remain British in customs
 - C. to reach American standards
 - D. a mosaic or cultural pluralism
- C 14. All of the following are components of Canada's multicultural policy except ONE. Choose the EXCEPTION.
- A. All ethnic groups shall be considered equal in all respects.
 - B. Immigrants should be encouraged to preserve their culture.
 - C. Immigrants should be protected from the values, attitudes, and traditions of the dominant culture.
 - D. All levels of government in Canada shall work to eliminate inequalities that are based on race or culture.
- D 15. Which of the following international organizations is intended to achieve primarily an objective of world peace?
- A. General Agreements on Tariffs and Trade (GATT)
 - B. International Olympic Committee (IOC)
 - C. North Atlantic Treaty Organization (NATO)
 - D. United Nations (UN)
- C 16. Which of the following foreign policy GOALS for Canada is intended to help achieve the goal of national prosperity?
- A. increasing support for the United Nations
 - B. putting greater stress on united foreign aid
 - C. strengthening Canadian economic ties with Europe and Japan
 - D. Canadian participation in the Olympics
- B 17. When the war broke out in 1914 between Britain and Germany
- A. Canada was not obligated to aid Britain in the war.
 - B. Canada was automatically at war with Germany.
 - C. Parliament voted to join the war against Germany.
 - D. Canada immediately brought in conscription.

- A 18. Canada's involvement in NORAD reflects the idea of
- A. continental defence
 - B. disarmament strategies
 - C. economic defence
 - D. multilateral agreements

MATCH THE METHOD OF FOREIGN POLICY LISTED HERE WITH THE DEFINITION OR EXAMPLE GIVEN IN QUESTIONS 19 – 22.

- A. boycotts and economic sanctions
 - B. diplomacy
 - C. clandestine actions
 - D. propaganda
- B 19. Ambassadors act as spokespersons for their governments in presenting the views of their governments and by attempting to adjust political or economic policies.
- D 20. Information – sometimes very slanted – that governments want known is spread through the media.
- A 21. The Canadian government refused to allow Canadian athletes to participate in the 1980 Moscow Olympics.
- C 22. Secret agents are often used to gather information in foreign countries.
- D 23. Which of the following actions were undertaken by Canada as a result of membership in the United Nations?
- A. reducing contributions to NATO
 - B. boycotting the Moscow Olympics
 - C. accepting Vietnamese refugees
 - D. sending troops to Cyprus
- B 24. Canada's sovereignty is violated by
- A. British ownership of a Canadian corporation
 - B. Russian fishing boats refusing to observe offshore limits
 - C. American testing of cruise missiles in Alberta
 - D. African nations boycotting the Montreal Olympics in 1976
- D 25. Canada's attempt to stop acid rain is reflected in the foreign policy goal of
- A. economic growth
 - B. social justice
 - C. peace and security
 - D. quality of life

USE THE FOLLOWING CARTOON TO ANSWER QUESTION 26.



- B 26. This cartoon implies that
- A. Canada will be an equal partner in trade with the United States.
 - B. Canada will be a lesser partner in trade with the United States.
 - C. The United States will have to share more than Canada.
 - D. Canada will become the fifty-first state of the U.S.A.
- A 27. NATION-STATE is to country as SOVEREIGNTY is to
- A. independence
 - B. peace
 - C. welfare
 - D. prosperity
- C 28. All of the following are direct advantages Canada receives from American branch plants in Canada except ONE. Choose the EXCEPTION.
- A. employment
 - B. tax revenues
 - C. sovereignty
 - D. resource development

¹ The Toronto Star Syndicate for the cartoon, "Free Trade" by Larler. Reprinted by permission of The Toronto Star Syndicate.

- B 29. A person who would support international economic growth would most likely also support
- A. Petro-Canada
 - B. GATT
 - C. control of foreign investment
 - D. lowering quotas on imported products

USE THE INFORMATION HERE TO ANSWER QUESTION 30.
EVENTS IN THE EVOLUTION OF CANADIAN SOVEREIGNTY

- W. Canada helps found the UN.
- X. Canada joins NATO.
- Y. Canada helps establish the NORAD.
- Z. Canada gains control over her foreign affairs.

- B 30. The order in which the preceding events occurred is
- A. Z, X, W, Y
 - B. Z, W, X, Y
 - C. X, Z, W, Y
 - D. X, W, Z, Y

- D 31. All of the following statements about Canada's status at the end of World War I are correct except ONE. Choose the EXCEPTION.
- A. Canada gained recognition as a truly independent nation.
 - B. Canadian industrial and agricultural production had increased considerably.
 - C. Extensive war debts and an economic depression caused Canada to be pre-occupied with domestic problems.
 - D. Canada was given her own seat at the newly formed United Nations and took an active role in the organization.

- B 32. Which term best describes Canada's status in the world today?
- A. small power
 - B. middle power
 - C. great power
 - D. super power

- C 33. The purchase of nuclear-powered submarines for the Canadian Arctic will detract from Canada's goal of
- A. strengthening territorial defence
 - B. improving the credibility of Canada's contribution to NATO
 - C. searching for effective means to control the arms race
 - D. reinforcing Canada's commitment to the principles of collective security

- C 34. Which of the reasons for Canada's continued participation in peacekeeping reflects a NATIONALIST as opposed to an INTERNATIONALIST approach?
- A. UN forces have succeeded, in many cases, in containing small conflicts that could have escalated into major wars.
 - B. As a member of the UN, Canada has a moral obligation to help the UN achieve its goal of world peace.
 - C. Participation in peacekeeping enhances Canada's influence and prestige.
 - D. Canadians are experts at peacekeeping and have a duty to lead others.
- D 35. All of the following but one were recommendations of the Royal Commission on Bilingualism and Biculturalism. Choose the EXCEPTION.
- A. Canada should be declared officially bilingual.
 - B. A national capital region should be established.
 - C. More government services should be provided in French.
 - D. All Canadians should be required to be bilingual.
- B 36. Devotion to one's country, accompanied by a sense of pride, is known as
- A. liberalism
 - B. nationalism
 - C. conservatism
 - D. imperialism
- B 37. The Parti Québécois believes in
- A. Quebec separatism through revolutionary means
 - B. Quebec separatism through parliamentary means
 - C. equal control by French and English in Quebec
 - D. keeping Canada together at any cost

USE THE DATA HERE TO ANSWER QUESTIONS 38 – 42
FACTS ABOUT CANADA'S IDENTITY

1. Canada is a nation of many differing regions.
2. Canada is a bilingual/multicultural nation.
3. Canada is a free and democratic nation.
4. Canada is a sovereign nation.
5. Canada is a nation with an internationalist view.

- A 38. The signing of the Meech Lake Accord is mostly directly related to which of the facts previously listed?
- A. facts 1 and 2
 - B. facts 3 and 4
 - C. facts 2 and 5
 - D. facts 4 and 5
- C 39. The signing of a Free-Trade Agreement with the United States most directly affects
- A. fact 1
 - B. fact 3
 - C. fact 4
 - D. fact 5
- B 40. The proposal for Triple-E Senate reform stems directly from which facts?
- A. facts 4 and 5
 - B. facts 1 and 3
 - C. facts 2 and 3
 - D. facts 1 and 5
- C 41. Canada's plan to purchase nuclear submarines for the Arctic is most clearly connected to
- A. fact 1
 - B. fact 3
 - C. fact 4
 - D. fact 5
- C 42. The placing of limited sanctions by Canada on South Africa is mostly directly related to
- A. facts 3 and 4
 - B. facts 4 and 5
 - C. facts 3 and 5
 - D. facts 2 and 4

USE THE FOLLOWING CARTOON TO ANSWER QUESTIONS 43 AND 44



- B 43. Which factor of foreign policy has MOST resulted in the identity problem illustrated by the cartoon?
- A. ideology
 - B. geography
 - C. past experience
 - D. policies of other nations
- C 44. Which of the following policies or action is/was directed at the problem suggested by the cartoonist?
- A. the demands of natives for settlement of land claims
 - B. the signing of the Meech Lake Accord
 - C. the establishment of the CRTC
 - D. the dismantling of FIRA

¹ *The Toronto Star Syndicate* for the cartoon "Canadian-American Relations" by MacPherson. Reprinted by permission of *The Toronto Star Syndicate*.

- B 45. According to most immigrants, the greatest obstacle they face when arriving in Canada is
- A. finding a suitable job
 - B. learning the language
 - C. adjusting to the climate
 - D. overcoming discrimination
- C 46. Canada's cultural mosaic means
- A. Canada's coat of arms represents all ethnic groups
 - B. ethnic groups do not maintain past traditions
 - C. cultural differences are respected
 - D. inter-cultural rivalries will develop
- D 47. The power to make laws is referred to as
- A. judicial power
 - B. residual power
 - C. executive power
 - D. legislative power
- A 48. At the provincial level, executive power is held by the
- A. premier and cabinet
 - B. prime minister and cabinet
 - C. prime minister, premier, and cabinet
 - D. premier, cabinet, and Governor-General
- B 49. In Canada, the executive can stay in office only as long as it has the support of the majority of members in the legislative branch. The principle is referred to as
- A. representative government
 - B. responsible government
 - C. majority government
 - D. minority government
- C 50. The elected portion of Canada's parliament is called the
- A. Senate
 - B. House of Lords
 - C. House of Commons
 - D. Legislative Assembly

- C 51. Canada adopted a federal system of government mainly because
- A. Canada wanted to be different from the United States.
 - B. Britain had this system and Canada simply followed its lead.
 - C. Canada is too diverse a nation to be ruled by one central government.
 - D. Britain insisted that Canada adopt this system as a condition of independence.
- B 52. According to the division of powers outlined in the Canadian constitution, which of the following is a power of provincial governments?
- A. trade
 - B. hospitals
 - C. criminal law
 - D. postal service
- C 53. Political parties exist mainly to
- A. achieve the interests of minority groups
 - B. eliminate poverty in most regions
 - C. provide alternatives for the voters
 - D. provide a method for allowing extreme views to be heard
- B 54. The platforms of political parties are often very general because
- A. politicians are afraid to reveal what they believe to the voting public
 - B. there needs to be something in the platforms which satisfies all of the diverse interests of the country
 - C. most politicians do not really have a full understanding of the issues facing the nation
 - D. the general public is mainly interested in personalities, not issues, and so detailing the issues would be a waste of time
- A 55. In which of the following is the branch of government correctly matched with its function?
- A. executive – administering laws
 - B. legislative – interpreting laws
 - C. judicial – passing/administering laws
 - D. legislative – passing/interpreting laws
- A 56. If one party formed the government but did not have the greatest number of seats in the House of Commons such a government would be called a
- A. minority government
 - B. majority government
 - C. coalition government
 - D. provisional government

- A 57. The form of government established for Canada under the BNA Act of 1867 can best be described as a
- A. federal system
 - B. republican system
 - C. constitutional system
 - D. representative system
- D 58. The main tool available to citizens for influencing the political process is
- A. legal public protest
 - B. civil disobedience
 - C. opinion polls
 - D. periodic elections
- A 59. The main reason for the existence of interest groups is that in a democracy
- A. Collective action is more likely to achieve political results.
 - B. The government should be responsible to the electorate.
 - C. People should have the freedom of public opinion.
 - D. The rights of minorities should be respected.
- C 60. A Canadian company that wished to have Canada's trade regulations changed would be most successful in using the method of
- A. public petition
 - B. letters to the editor
 - C. political lobbying
 - D. paid advertising
- A 61. The rights and freedoms of all Canadians are legally protected by all of the following except ONE. Choose the EXCEPTION.
- A. The Individual's Rights Protection Act
 - B. The Criminal and Civil Laws of Canada
 - C. The Universal Declaration of Human Rights
 - D. The Canadian Charter of Rights and Freedoms
- A 62. The first step in resolving a violation of an individual's rights is to appeal to
- A. a provincial human rights commission
 - B. a provincial Supreme Court
 - C. the House of Commons
 - D. the Supreme Court

- B 63. Which of the following statements was a reason offered by the government of Canada for placing restrictions on the freedom of Japanese Canadians during WWII?
- A. The Japanese, in general, were thought to be treacherous people.
 - B. The Japanese were viewed as potential spies and saboteurs for Japan.
 - C. Many feared that the Japanese would start riots and demonstrations that would endanger the lives of other Canadians.
 - D. It was feared that the Japanese might buy up all of the valuable farm land leaving nothing for Canadians returning from the war.
- C 64. All of the following are legal responsibilities of Canadians except ONE. Choose the EXCEPTION.
- A. voting in elections
 - B. serving on juries
 - C. serving in the armed forces
 - D. appearing as a witness in court
- D 65. Which international organization would likely have most information about human rights violations in Chile?
- A. the International Red Cross
 - B. the World Court
 - C. the United Nations
 - D. Amnesty International

QUESTIONS 66 – 69 REFER TO THE INDIVIDUAL'S RIGHTS PROTECTION ACT

SELECT

- A. if the situation described is a violation of the Act
 - B. if the situation described is not a violation of the Act
 - C. if the situation described is not covered by the Act
- A 66. A woman was refused an interview for a job because only men were to be hired.
- B 67. A woman was fired by a department store she worked for when she became pregnant, because she would no longer work overtime.
- B 68. A Red Deer couple complained that they were singled out by Canada Customs upon returning to Canada from a vacation outside the country. They claimed they were detained and searched because they were East Indian.
- C 69. A foreign hockey player attempting to defect from his country was denied the opportunity to reside in Alberta.

- B 70. The freedom to enter, remain in, or leave Canada is a
- A. legal right
 - B. mobility right
 - C. democratic right
 - D. fundamental right
- C 71. The Canadian government's authority restricting the freedom of the Japanese came from the
- A. Security and Protective Measures Act
 - B. British North American Act
 - C. War Measures Act
 - D. Canada Act
- A 72. The Charter of Rights and Freedoms (1981) is important because for the first time Canadian human rights are guaranteed by the
- A. Constitution of Canada
 - B. Canadian Parliament
 - C. Supreme Court of Canada
 - D. prime minister and the cabinet
- C 73. The land claims and treaty rights of the Inuit and Native Indians are commonly referred to as
- A. mobility rights
 - B. language rights
 - C. aboriginal rights
 - D. civil rights
- A 74. In terms of human rights, the major effect of invoking the War Measures Act is
- A. to permit conscription
 - B. racism
 - C. ethnocentrism
 - D. discrimination
- A 75. An attitude of belief which is formed or held without considering all the facts is a reasonable definition of
- A. prejudice
 - B. racism
 - C. ethnocentrism
 - D. discrimination

PART A: RESPONSE PAGE

| | | | | | | | | | |
|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|
| <u>D</u> | 1. | <u>C</u> | 16. | <u>D</u> | 31. | <u>C</u> | 46. | <u>A</u> | 61. |
| <u>D</u> | 2. | <u>B</u> | 17. | <u>B</u> | 32. | <u>D</u> | 47. | <u>A</u> | 62. |
| <u>D</u> | 3. | <u>A</u> | 18. | <u>C</u> | 33. | <u>A</u> | 48. | <u>B</u> | 63. |
| <u>D</u> | 4. | <u>B</u> | 19. | <u>C</u> | 34. | <u>B</u> | 49. | <u>C</u> | 64. |
| <u>B</u> | 5. | <u>D</u> | 20. | <u>D</u> | 35. | <u>C</u> | 50. | <u>D</u> | 65. |
| <u>D</u> | 6. | <u>A</u> | 21. | <u>B</u> | 36. | <u>C</u> | 51. | <u>A</u> | 66. |
| <u>A</u> | 7. | <u>C</u> | 22. | <u>B</u> | 37. | <u>B</u> | 52. | <u>B</u> | 67. |
| <u>A</u> | 8. | <u>D</u> | 23. | <u>A</u> | 38. | <u>C</u> | 53. | <u>B</u> | 68. |
| <u>B</u> | 9. | <u>B</u> | 24. | <u>C</u> | 39. | <u>B</u> | 54. | <u>C</u> | 69. |
| <u>C</u> | 10. | <u>D</u> | 25. | <u>B</u> | 40. | <u>A</u> | 55. | <u>B</u> | 70. |
| <u>C</u> | 11. | <u>B</u> | 26. | <u>C</u> | 41. | <u>A</u> | 56. | <u>C</u> | 71. |
| <u>A</u> | 12. | <u>A</u> | 27. | <u>C</u> | 42. | <u>A</u> | 57. | <u>A</u> | 72. |
| <u>D</u> | 13. | <u>C</u> | 28. | <u>B</u> | 43. | <u>D</u> | 58. | <u>C</u> | 73. |
| <u>C</u> | 14. | <u>B</u> | 29. | <u>C</u> | 44. | <u>A</u> | 59. | <u>A</u> | 74. |
| <u>D</u> | 15. | <u>B</u> | 30. | <u>B</u> | 45. | <u>C</u> | 60. | <u>A</u> | 75. |

Value**PART B: ESSAY****25**

You are required to write **ONE** essay. The essay should be 2 – 3 pages in length. Choose **ONE** of the two questions that follow for your essay. **BE SURE TO INDICATE YOUR CHOICE OF QUESTION.** Complete your essay in the space provided. Use a blue or black pen for finished work.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON THE FOLLOWING:

- | | |
|---|----------------|
| • explanation of the issue showing its importance | 5 marks |
| • development of a position and description of examples | 10 marks |
| • restatement of your position and a summary of the main arguments used in support of the position chosen | 5 marks |
| • quality of language and expression | <u>5 marks</u> |

| | |
|-----------------------|----------|
| TOTAL MARKS FOR ESSAY | 25 marks |
|-----------------------|----------|

Question One

In September 1985, Prime Minister Mulroney took a large step toward improving relations with the United States. He proposed solidifying the trade and economic links between the two countries. He wanted free trade between Canada and the United States. Some people believed that free trade could offer enormous benefits. Others believed that free trade would swamp the Canadian market place and would be a threat to Canadian political sovereignty.

SHOULD CANADA HAVE ENTERED INTO A FREE TRADE AGREEMENT WITH THE UNITED STATES?

In an essay, choose and defend a position on this issue.

Question Two

Japan attacked the American naval base at Pearl Harbor on December 7, 1941. The RCMP swept down on the Japanese community in British Columbia, and began to make arrests. The Japanese Canadians were taken from their homes and sent to internment camps.

SHOULD THE CANADIAN GOVERNMENT HAVE THE POWER TO RESTRICT OR ELIMINATE THE CIVIL RIGHTS OF ITS CITIZENS?

In an essay, choose and defend a position on this issue.

PART B: RESPONSE PAGE

Question One

- **Explanation of the issue** (5 marks)

Under a variety of names, free trade with the United States has been talked about for more than a century.

Students might refer to the following points:

- *British Reciprocity Treaty with the United States in 1854*
- *The cancellation of the Reciprocity Treaty in 1865 – this led to Confederation*
- *Reciprocity in 1911 is seen as a threat to economic and political sovereignty*
- *Canada and the United States sign trade treaty in 1935 to reduce tariffs on a large number of items*
- *The Auto Pact in 1965 allows free trade in automobiles and parts between Canada and the United States*
- *Brian Mulroney announces in the House of Commons in 1985 that Canada will try to negotiate a free trade agreement with the United States*
- *Free trade became one of the great issues of the mid 1980s. It was also one of the major issues in the success of the Conservative government.*
- *January 1988 was the deadline for a free-trade deal.*

Mention should be made of the major points of the deal:

- *elimination of tariffs*
- *dispute-settlement mechanism*
- *U.S. investment in Canada*
- *energy*
- *agriculture*

- **Development of position and description of examples** (10 marks)

Possible arguments in favour of free trade include the following:

- *trade is vital*
- *America is Canada's best customer*
- *deals with protectionism*
- *more productivity*

- *more jobs*
- *more benefits for consumers*
- *free trade works elsewhere*
- *more foreign investment*

Possible arguments against free trade include the following:

- *free trade benefits only big business*
- *free trade would swamp the Canadian marketplace*
- *loss of jobs*
- *lost investment*
- *threat to social programs*
- *threat to Canadian culture*
- *threat to political sovereignty*

Students should defend their position with examples.

- **Conclusion** (5 marks)

Students should restate their position on the issue and write a few sentences that summarize the main arguments used in the body of the essay.

- **Overall quality of language and expression** (5 marks)

Question Two

- **Explanation of the Issue** (5 marks)

Most Canadians take their civil rights for granted.

- *Do you think the Japanese were given a fair choice?*
- *Was deportation or permanent relocation justified?*
- *How can society ensure that this kind of abuse does not happen again?*
- *What does living in a democracy mean if people's rights can be easily taken away by the state?*

- **Development of position and description of examples** (10 marks)

Students should keep in mind the following:

- *Should the internment of the Japanese Canadians have occurred? Why or why not? Who was responsible? What does this episode teach you about Canadian society?*
- *Do you think a minority group could be interned today? Why or why not?*
- *Why were the Japanese Canadians interned and not the German Canadians?*

Mention should be made of the following:

- pre-war attitudes and prejudices*
- pre-war facts about Japanese Canadians*
- important wartime facts and fears*

- **Conclusion** (5 marks)

A restatement of position is necessary together with a few sentences summarizing the main arguments used in the body of the essay.

- **Overall quality of language and expression** (5 marks)

SOCIAL STUDIES 10

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE 2.5 HOURS TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice – 75 marks

PART B: Essay Section – 25 marks



Value

PART A: MULTIPLE CHOICE

75

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and fill in the space that corresponds to your choice.

Example

Response Page

1. The capital city of Canada is _____ C 1.
- A. Vancouver
B. Winnipeg
C. Ottawa
D. Montreal
1. Which is an example of regional disparity?
- A. The Maritime provinces are considering forming a union to stimulate economic development.
B. Alberta is rich in oil and natural gas; Quebec has vast deposits of iron ore.
C. In Quebec, the French Canadians outnumber the English Canadians.
D. The average income per person for Canadians living in different parts of the country is not the same.
2. Which of the following statements correctly describes Canada's present immigration policy?
- A. Little consideration is given to those who wish to immigrate in order to join relatives in Canada.
B. Refugees are allowed only if they manage to get to Canada on their own.
C. There are no limits on the number of immigrants to be allowed over a given length of time.
D. There are maximum figures for total yearly immigration with priorities for specified classes of immigrants.
3. Immigration continues to be an important aspect of Canadian society for all of the following reasons except ONE. Choose the EXCEPTION.
- A. Canada has a declining birthrate.
B. Canada has a reputation as a humanitarian nation.
C. Canada has a small population.
D. Canada has an over-skilled labour force.

4. The Canadian government's position on cultural groups in Canada today is one that favours
- assimilation
 - anglo-conformity
 - anglo-franco conformity
 - multiculturalism

USE THE FOLLOWING STATISTICS TO ANSWER QUESTIONS 5 – 10

Canadian Statistics

| Province | Population (thousands) 1991 | Percent of adults employed 1989 | Unemployment rate – percentage 1989 | Average family incomes 1989 | Value of building permits (million dollars) 1989 | Hospital cost per patient per day 1988 |
|-------------------------|-----------------------------------|--|--|--------------------------------------|---|---|
| Newfoundland | 572 | 55.7 | 15.8 | 39 648 | 346.8 | 454.17 |
| Prince Edward Island | 130 | 65.0 | 14.1 | 38 726 | 149.0 | 306.80 |
| Nova Scotia | 898 | 61.2 | 9.9 | 43 123 | 881.1 | 453.61 |
| New Brunswick | 726 | 59.5 | 12.5 | 40 670 | 596.4 | 358.10 |
| Quebec | 6 812 | 64.0 | 9.3 | 44 860 | 8 695.6 | 310.77 |
| Ontario | 9 840 | 69.8 | 5.1 | 57 330 | 20 031.2 | 436.82 |
| Manitoba | 1 093 | 67.0 | 7.5 | 46 551 | 846.0 | 464.77 |
| Saskatchewan | 995 | 66.2 | 7.4 | 42 978 | 511.4 | 316.32 |
| Alberta | 2 501 | 72.4 | 7.2 | 49 734 | 2 647.3 | 384.84 |
| British Columbia | 3 186 | 66.8 | 9.1 | 49 442 | 5 221.0 | 322.02 |

STATISTICS CANADA

5. Which of the following statements is most accurate regarding the province of Ontario?
- It contains over half of Canada's population.
 - It contains more than one-third of Canada's population.
 - No province contains more than half as many people as are contained in Ontario.
 - The four western provinces together have a population that exceeds that of Ontario.

6. The greatest difference in incomes exists between
 - A. Alberta and British Columbia
 - B. Manitoba and Saskatchewan
 - C. New Brunswick and Prince Edward Island
 - D. Ontario and Newfoundland

7. Which of the following concepts is illustrated by the statistics presented in the chart?
 - A. disparity
 - B. equality
 - C. abundance
 - D. poverty

8. It appears to be easier to find jobs where
 - A. incomes are highest
 - B. incomes are low
 - C. population is low
 - D. many people speak French

9. The greatest difference between Quebec and Ontario is in
 - A. medical costs
 - B. the amount of construction
 - C. unemployment
 - D. incomes

10. The number of provinces with incomes below the national average is
 - A. three
 - B. five
 - C. six
 - D. nine

11. Which of the following statements describes a unifying force in Canada?
 - A. Most of Canada's geographic regions are continental.
 - B. Canada is culturally and linguistically diverse.
 - C. The federal government attempts to reduce economic disparities.
 - D. Both federal and provincial governments lay claim to offshore resources.

12. DRIE, equalization payments, and transfer payments are similar in that each
- A. is an attempt to reduce regional disparity
 - B. shifts wealth from Western to Eastern Canada
 - C. provides subsidies for job creation in underdeveloped areas
 - D. is jointly funded by federal and provincial governments
13. Which of the following expressions correctly describes the Canadian situation with respect to culture?
- A. a melting pot
 - B. to remain British in customs
 - C. to reach American standards
 - D. a mosaic or cultural pluralism
14. All of the following are components of Canada's multicultural policy except ONE. Choose the EXCEPTION.
- A. All ethnic groups shall be considered equal in all respects.
 - B. Immigrants should be encouraged to preserve their culture.
 - C. Immigrants should be protected from the values, attitudes, and traditions of the dominant culture.
 - D. All levels of government in Canada shall work to eliminate inequalities that are based on race or culture.
15. Which of the following international organizations is intended to achieve primarily an objective of world peace?
- A. General Agreements on Tariffs and Trade (GATT)
 - B. International Olympic Committee (IOC)
 - C. North Atlantic Treaty Organization (NATO)
 - D. United Nations (UN)
16. Which of the following foreign policy GOALS for Canada is intended to help achieve the goal of national prosperity?
- A. increasing support for the United Nations
 - B. putting greater stress on united foreign aid
 - C. strengthening Canadian economic ties with Europe and Japan
 - D. Canadian participation in the Olympics
17. When the war broke out in 1914 between Britain and Germany
- A. Canada was not obligated to aid Britain in the war.
 - B. Canada was automatically at war with Germany.
 - C. Parliament voted to join the war against Germany.
 - D. Canada immediately brought in conscription.

18. Canada's involvement in NORAD reflects the idea of
- A. continental defence
 - B. disarmament strategies
 - C. economic defence
 - D. multilateral agreements

MATCH THE METHOD OF FOREIGN POLICY LISTED HERE WITH THE DEFINITION OR EXAMPLE GIVEN IN QUESTIONS 19 – 22.

- A. boycotts and economic sanctions
 - B. diplomacy
 - C. clandestine actions
 - D. propaganda
19. Ambassadors act as spokespersons for their governments in presenting the views of their governments and by attempting to adjust political or economic policies.
20. Information – sometimes very slanted – that governments want known is spread through the media.
21. The Canadian government refused to allow Canadian athletes to participate in the 1980 Moscow Olympics.
22. Secret agents are often used to gather information in foreign countries.
23. Which of the following actions were undertaken by Canada as a result of membership in the United Nations?
- A. reducing contributions to NATO
 - B. boycotting the Moscow Olympics
 - C. accepting Vietnamese refugees
 - D. sending troops to Cyprus
24. Canada's sovereignty is violated by
- A. British ownership of a Canadian corporation
 - B. Russian fishing boats refusing to observe offshore limits
 - C. American testing of cruise missiles in Alberta
 - D. African nations boycotting the Montreal Olympics in 1976
25. Canada's attempt to stop acid rain is reflected in the foreign policy goal of
- A. economic growth
 - B. social justice
 - C. peace and security
 - D. quality of life

USE THE FOLLOWING CARTOON TO ANSWER QUESTION 26.



26. This cartoon implies that
- Canada will be an equal partner in trade with the United States.
 - Canada will be a lesser partner in trade with the United States.
 - The United States will have to share more than Canada.
 - Canada will become the fifty-first state of the U.S.A.
27. NATION-STATE is to country as SOVEREIGNTY is to
- independence
 - peace
 - welfare
 - prosperity
28. All of the following are direct advantages Canada receives from American branch plants in Canada except ONE. Choose the EXCEPTION.
- employment
 - tax revenues
 - sovereignty
 - resource development

29. A person who would support international economic growth would most likely also support
- A. Petro-Canada
 - B. GATT
 - C. control of foreign investment
 - D. lowering quotas on imported products

USE THE INFORMATION HERE TO ANSWER QUESTION 30.
EVENTS IN THE EVOLUTION OF CANADIAN SOVEREIGNTY

- W. Canada helps found the UN.
 - X. Canada joins NATO.
 - Y. Canada helps establish the NORAD.
 - Z. Canada gains control over her foreign affairs.
30. The order in which the preceding events occurred is
- A. Z, X, W, Y
 - B. Z, W, X, Y
 - C. X, Z, W, Y
 - D. X, W, Z, Y
31. All of the following statements about Canada's status at the end of World War I are correct except ONE. Choose the EXCEPTION.
- A. Canada gained recognition as a truly independent nation.
 - B. Canadian industrial and agricultural production had increased considerably.
 - C. Extensive war debts and an economic depression caused Canada to be pre-occupied with domestic problems.
 - D. Canada was given her own seat at the newly formed United Nations and took an active role in the organization.
32. Which term best describes Canada's status in the world today?
- A. small power
 - B. middle power
 - C. great power
 - D. super power
33. The purchase of nuclear-powered submarines for the Canadian Arctic will detract from Canada's goal of
- A. strengthening territorial defence
 - B. improving the credibility of Canada's contribution to NATO
 - C. searching for effective means to control the arms race
 - D. reinforcing Canada's commitment to the principles of collective security

34. Which of the reasons for Canada's continued participation in peacekeeping reflects a NATIONALIST as opposed to an INTERNATIONALIST approach?
- A. UN forces have succeeded, in many cases, in containing small conflicts that could have escalated into major wars.
 - B. As a member of the UN, Canada has a moral obligation to help the UN achieve its goal of world peace.
 - C. Participation in peacekeeping enhances Canada's influence and prestige.
 - D. Canadians are experts at peacekeeping and have a duty to lead others.
35. All of the following but one were recommendations of the Royal Commission on Bilingualism and Biculturalism. Choose the EXCEPTION.
- A. Canada should be declared officially bilingual.
 - B. A national capital region should be established.
 - C. More government services should be provided in French.
 - D. All Canadians should be required to be bilingual.
36. Devotion to one's country, accompanied by a sense of pride, is known as
- A. liberalism
 - B. nationalism
 - C. conservatism
 - D. imperialism
37. The Parti Québécois believes in
- A. Quebec separatism through revolutionary means
 - B. Quebec separatism through parliamentary means
 - C. equal control by French and English in Quebec
 - D. keeping Canada together at any cost

USE THE DATA HERE TO ANSWER QUESTIONS 38 – 42
FACTS ABOUT CANADA'S IDENTITY

1. Canada is a nation of many differing regions.
2. Canada is a bilingual/multicultural nation.
3. Canada is a free and democratic nation.
4. Canada is a sovereign nation.
5. Canada is a nation with an internationalist view.

38. The signing of the Meech Lake Accord is mostly directly related to which of the facts previously listed?
- A. facts 1 and 2
 - B. facts 3 and 4
 - C. facts 2 and 5
 - D. facts 4 and 5
39. The signing of a Free-Trade Agreement with the United States most directly affects
- A. fact 1
 - B. fact 3
 - C. fact 4
 - D. fact 5
40. The proposal for Triple-E Senate reform stems directly from which facts?
- A. facts 4 and 5
 - B. facts 1 and 3
 - C. facts 2 and 3
 - D. facts 1 and 5
41. Canada's plan to purchase nuclear submarines for the Arctic is most clearly connected to
- A. fact 1
 - B. fact 3
 - C. fact 4
 - D. fact 5
42. The placing of limited sanctions by Canada on South Africa is mostly directly related to
- A. facts 3 and 4
 - B. facts 4 and 5
 - C. facts 3 and 5
 - D. facts 2 and 4

USE THE FOLLOWING CARTOON TO ANSWER QUESTIONS 43 AND 44



43. Which factor of foreign policy has MOST resulted in the identity problem illustrated by the cartoon?
- ideology
 - geography
 - past experience
 - policies of other nations
44. Which of the following policies or action is/was directed at the problem suggested by the cartoonist?
- the demands of natives for settlement of land claims
 - the signing of the Meech Lake Accord
 - the establishment of the CRTC
 - the dismantling of FIRA

45. According to most immigrants, the greatest obstacle they face when arriving in Canada is
- A. finding a suitable job
 - B. learning the language
 - C. adjusting to the climate
 - D. overcoming discrimination
46. Canada's cultural mosaic means
- A. Canada's coat of arms represents all ethnic groups
 - B. ethnic groups do not maintain past traditions
 - C. cultural differences are respected
 - D. inter-cultural rivalries will develop
47. The power to make laws is referred to as
- A. judicial power
 - B. residual power
 - C. executive power
 - D. legislative power
48. At the provincial level, executive power is held by the
- A. premier and cabinet
 - B. prime minister and cabinet
 - C. prime minister, premier, and cabinet
 - D. premier, cabinet, and Governor-General
49. In Canada, the executive can stay in office only as long as it has the support of the majority of members in the legislative branch. The principle is referred to as
- A. representative government
 - B. responsible government
 - C. majority government
 - D. minority government
50. The elected portion of Canada's parliament is called the
- A. Senate
 - B. House of Lords
 - C. House of Commons
 - D. Legislative Assembly

51. Canada adopted a federal system of government mainly because
- A. Canada wanted to be different from the United States.
 - B. Britain had this system and Canada simply followed its lead.
 - C. Canada is too diverse a nation to be ruled by one central government.
 - D. Britain insisted that Canada adopt this system as a condition of independence.
52. According to the division of powers outlined in the Canadian constitution, which of the following is a power of provincial governments?
- A. trade
 - B. hospitals
 - C. criminal law
 - D. postal service
53. Political parties exist mainly to
- A. achieve the interests of minority groups
 - B. eliminate poverty in most regions
 - C. provide alternatives for the voters
 - D. provide a method for allowing extreme views to be heard
54. The platforms of political parties are often very general because
- A. politicians are afraid to reveal what they believe to the voting public
 - B. there needs to be something in the platforms which satisfies all of the diverse interests of the country
 - C. most politicians do not really have a full understanding of the issues facing the nation
 - D. the general public is mainly interested in personalities, not issues, and so detailing the issues would be a waste of time
55. In which of the following is the branch of government correctly matched with its function?
- A. executive – administering laws
 - B. legislative – interpreting laws
 - C. judicial – passing/administering laws
 - D. legislative – passing/interpreting laws
56. If one party formed the government but did not have the greatest number of seats in the House of Commons such a government would be called a
- A. minority government
 - B. majority government
 - C. coalition government
 - D. provisional government

57. The form of government established for Canada under the BNA Act of 1867 can best be described as a
- A. federal system
 - B. republican system
 - C. constitutional system
 - D. representative system
58. The main tool available to citizens for influencing the political process is
- A. legal public protest
 - B. civil disobedience
 - C. opinion polls
 - D. periodic elections
59. The main reason for the existence of interest groups is that in a democracy
- A. Collective action is more likely to achieve political results.
 - B. The government should be responsible to the electorate.
 - C. People should have the freedom of public opinion.
 - D. The rights of minorities should be respected.
60. A Canadian company that wished to have Canada's trade regulations changed would be most successful in using the method of
- A. public petition
 - B. letters to the editor
 - C. political lobbying
 - D. paid advertising
61. The rights and freedoms of all Canadians are legally protected by all of the following except ONE. Choose the EXCEPTION.
- A. The Individual's Rights Protection Act
 - B. The Criminal and Civil Laws of Canada
 - C. The Universal Declaration of Human Rights
 - D. The Canadian Charter of Rights and Freedoms
62. The first step in resolving a violation of an individual's rights is to appeal to
- A. a provincial human rights commission
 - B. a provincial Supreme Court
 - C. the House of Commons
 - D. the Supreme Court

63. Which of the following statements was a reason offered by the government of Canada for placing restrictions on the freedom of Japanese Canadians during WWII?
- A. The Japanese, in general, were thought to be treacherous people.
 - B. The Japanese were viewed as potential spies and saboteurs for Japan.
 - C. Many feared that the Japanese would start riots and demonstrations that would endanger the lives of other Canadians.
 - D. It was feared that the Japanese might buy up all of the valuable farm land leaving nothing for Canadians returning from the war.
64. All of the following are legal responsibilities of Canadians except ONE. Choose the EXCEPTION.
- A. voting in elections
 - B. serving on juries
 - C. serving in the armed forces
 - D. appearing as a witness in court
65. Which international organization would likely have most information about human rights violations in Chile?
- A. the International Red Cross
 - B. the World Court
 - C. the United Nations
 - D. Amnesty International

QUESTIONS 66 – 69 REFER TO THE INDIVIDUAL'S RIGHTS PROTECTION ACT

SELECT

- A. if the situation described is a violation of the Act
 - B. if the situation described is not a violation of the Act
 - C. if the situation described is not covered by the Act
66. A woman was refused an interview for a job because only men were to be hired.
67. A woman was fired by a department store she worked for when she became pregnant, because she would no longer work overtime.
68. A Red Deer couple complained that they were singled out by Canada Customs upon returning to Canada from a vacation outside the country. They claimed they were detained and searched because they were East Indian.
69. A foreign hockey player attempting to defect from his country was denied the opportunity to reside in Alberta.

70. The freedom to enter, remain in, or leave Canada is a
- A. legal right
 - B. mobility right
 - C. democratic right
 - D. fundamental right
71. The Canadian government's authority restricting the freedom of the Japanese came from the
- A. Security and Protective Measures Act
 - B. British North American Act
 - C. War Measures Act
 - D. Canada Act
72. The Charter of Rights and Freedoms (1981) is important because for the first time Canadian human rights are guaranteed by the
- A. Constitution of Canada
 - B. Canadian Parliament
 - C. Supreme Court of Canada
 - D. prime minister and the cabinet
73. The land claims and treaty rights of the Inuit and Native Indians are commonly referred to as
- A. mobility rights
 - B. language rights
 - C. aboriginal rights
 - D. civil rights
74. In terms of human rights, the major effect of invoking the War Measures Act is
- A. to permit conscription
 - B. racism
 - C. ethnocentrism
 - D. discrimination
75. An attitude of belief which is formed or held without considering all the facts is a reasonable definition of
- A. prejudice
 - B. racism
 - C. ethnocentrism
 - D. discrimination

Rough Work

(Marks will not be given for work done on this page.)

PART A: RESPONSE PAGE

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| _____ 1. | _____ 16. | _____ 31. | _____ 46. | _____ 61. |
| _____ 2. | _____ 17. | _____ 32. | _____ 47. | _____ 62. |
| _____ 3. | _____ 18. | _____ 33. | _____ 48. | _____ 63. |
| _____ 4. | _____ 19. | _____ 34. | _____ 49. | _____ 64. |
| _____ 5. | _____ 20. | _____ 35. | _____ 50. | _____ 65. |
| _____ 6. | _____ 21. | _____ 36. | _____ 51. | _____ 66. |
| _____ 7. | _____ 22. | _____ 37. | _____ 52. | _____ 67. |
| _____ 8. | _____ 23. | _____ 38. | _____ 53. | _____ 68. |
| _____ 9. | _____ 24. | _____ 39. | _____ 54. | _____ 69. |
| _____ 10. | _____ 25. | _____ 40. | _____ 55. | _____ 70. |
| _____ 11. | _____ 26. | _____ 41. | _____ 56. | _____ 71. |
| _____ 12. | _____ 27. | _____ 42. | _____ 57. | _____ 72. |
| _____ 13. | _____ 28. | _____ 43. | _____ 58. | _____ 73. |
| _____ 14. | _____ 29. | _____ 44. | _____ 59. | _____ 74. |
| _____ 15. | _____ 30. | _____ 45. | _____ 60. | _____ 75. |

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Value**PART B: ESSAY****25**

You are required to write **ONE** essay. The essay should be 2 – 3 pages in length. Choose **ONE** of the two questions that follow for your essay. **BE SURE TO INDICATE YOUR CHOICE OF QUESTION.** Complete your essay in the space provided. Use a blue or black pen for finished work.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON THE FOLLOWING:

- explanation of the issue showing its importance 5 marks
- development of a position and description of examples 10 marks
- restatement of your position and a summary of the main arguments used in support of the position chosen 5 marks
- quality of language and expression 5 marks

TOTAL MARKS FOR ESSAY 25 marks

Question One

In September 1985, Prime Minister Mulroney took a large step toward improving relations with the United States. He proposed solidifying the trade and economic links between the two countries. He wanted free trade between Canada and the United States. Some people believed that free trade could offer enormous benefits. Others believed that free trade would swamp the Canadian market place and would be a threat to Canadian political sovereignty.

SHOULD CANADA HAVE ENTERED INTO A FREE TRADE AGREEMENT WITH THE UNITED STATES?

In an essay, choose and defend a position on this issue.

Question Two

Japan attacked the American naval base at Pearl Harbor on December 7, 1941. The RCMP swept down on the Japanese community in British Columbia, and began to make arrests. The Japanese Canadians were taken from their homes and sent to internment camps.

SHOULD THE CANADIAN GOVERNMENT HAVE THE POWER TO RESTRICT OR ELIMINATE THE CIVIL RIGHTS OF ITS CITIZENS?

In an essay, choose and defend a position on this issue.

Rough Work

(Marks will not be given for work done on this page.)

Rough Work

(Marks will not be given for work done on this page.)

Rough Work

(Marks will not be given for work done on this page.)



TEACHER QUESTIONNAIRE FOR SOCIAL STUDIES 10

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

Yes No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

Yes No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

Yes No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

Yes No If no, explain.



5. The Learning Facilitator's Manual contains Assignment Booklet questions and answers and a sample test. Did you find these helpful?

Yes No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

Yes No If no, explain.

7. Were students motivated to try these Follow-up Activities?

Yes No If no, give details.

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

Yes No Comment on the lines below.

9. Were the assignments appropriate?

Yes No If no, give details.

Teacher's Name _____

Name of School _____ Date _____



10. Did you fax assignments?

Yes No

11. If you did fax, did you get satisfactory results from using this procedure?

Yes No If no, give details.

Instruction

1. Did you find the instruction clear?

Yes No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

Yes No If no, give details.

3. Did you find the instruction adequate?

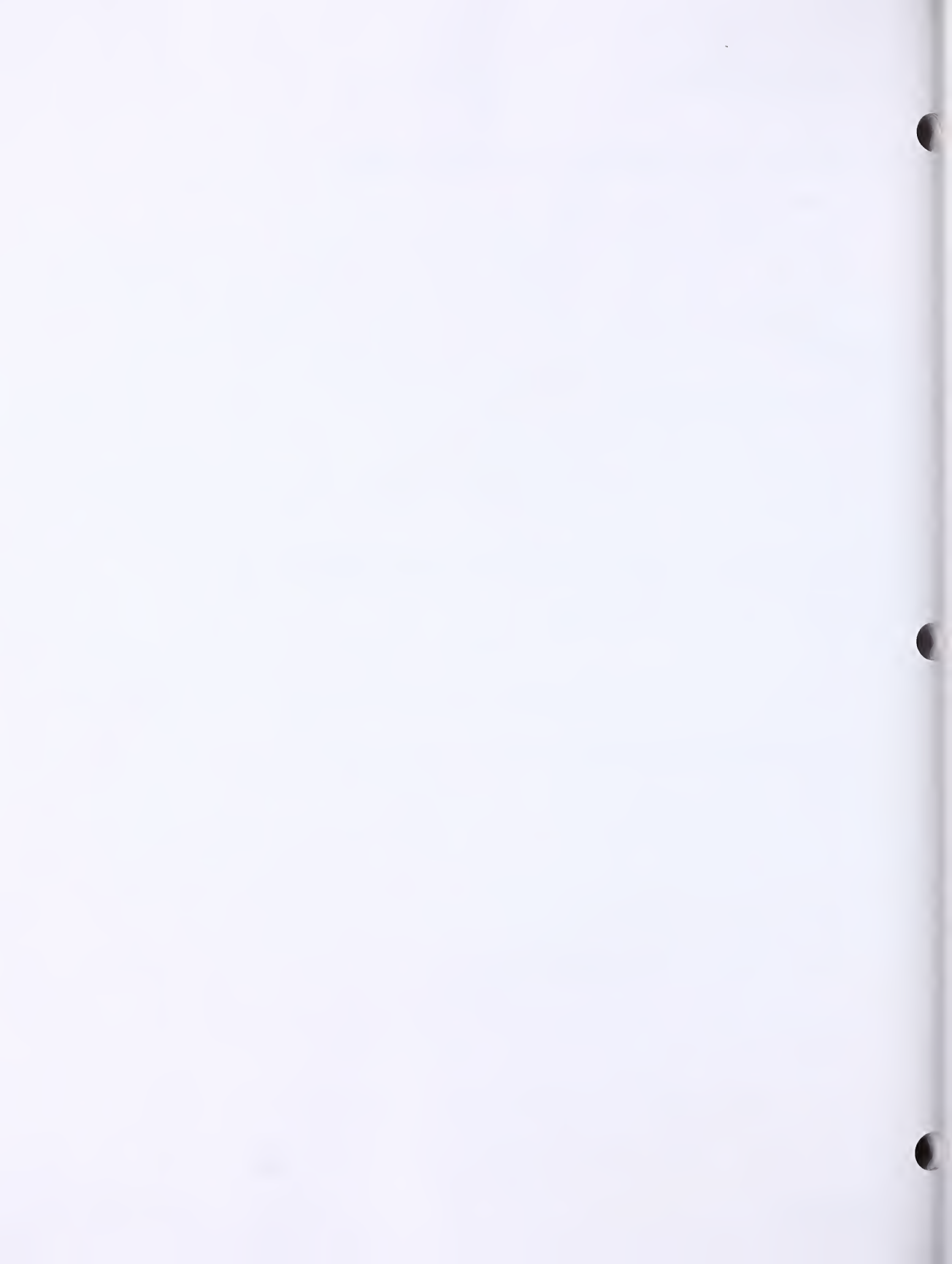
Yes No If no, give details.

4. Was the reading level appropriate?

Yes No If no, give details.

Teacher's Name _____

Name of School _____ Date _____



5. Was the work load adequate?

Yes No If no, give details.

6. Was the content accurate and current?

Yes No If no, give details.

7. Did the content flow consistently and logically?

Yes No If no, give details.

8. Was the transition between booklets smooth?

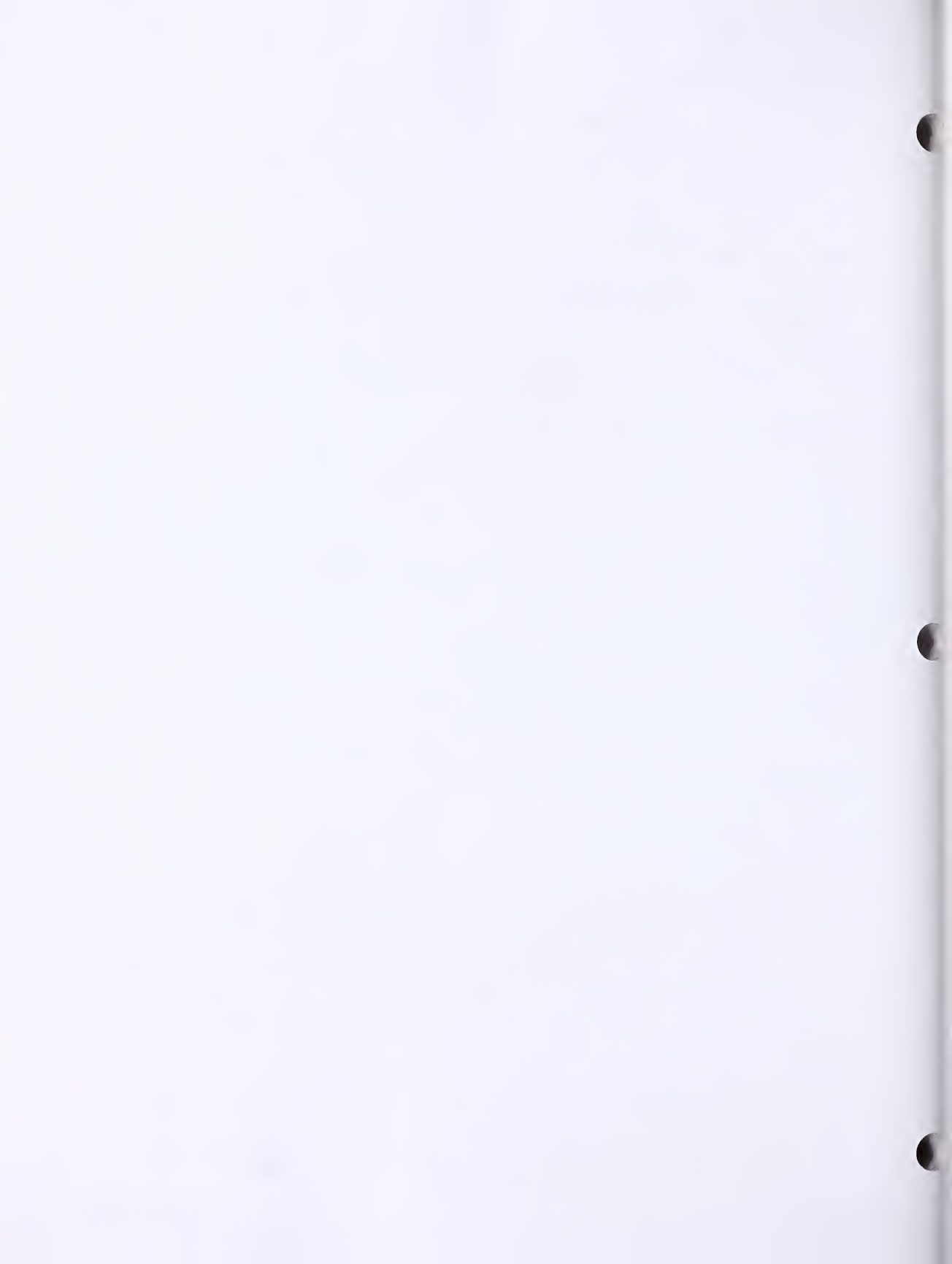
Yes No If no, give details.

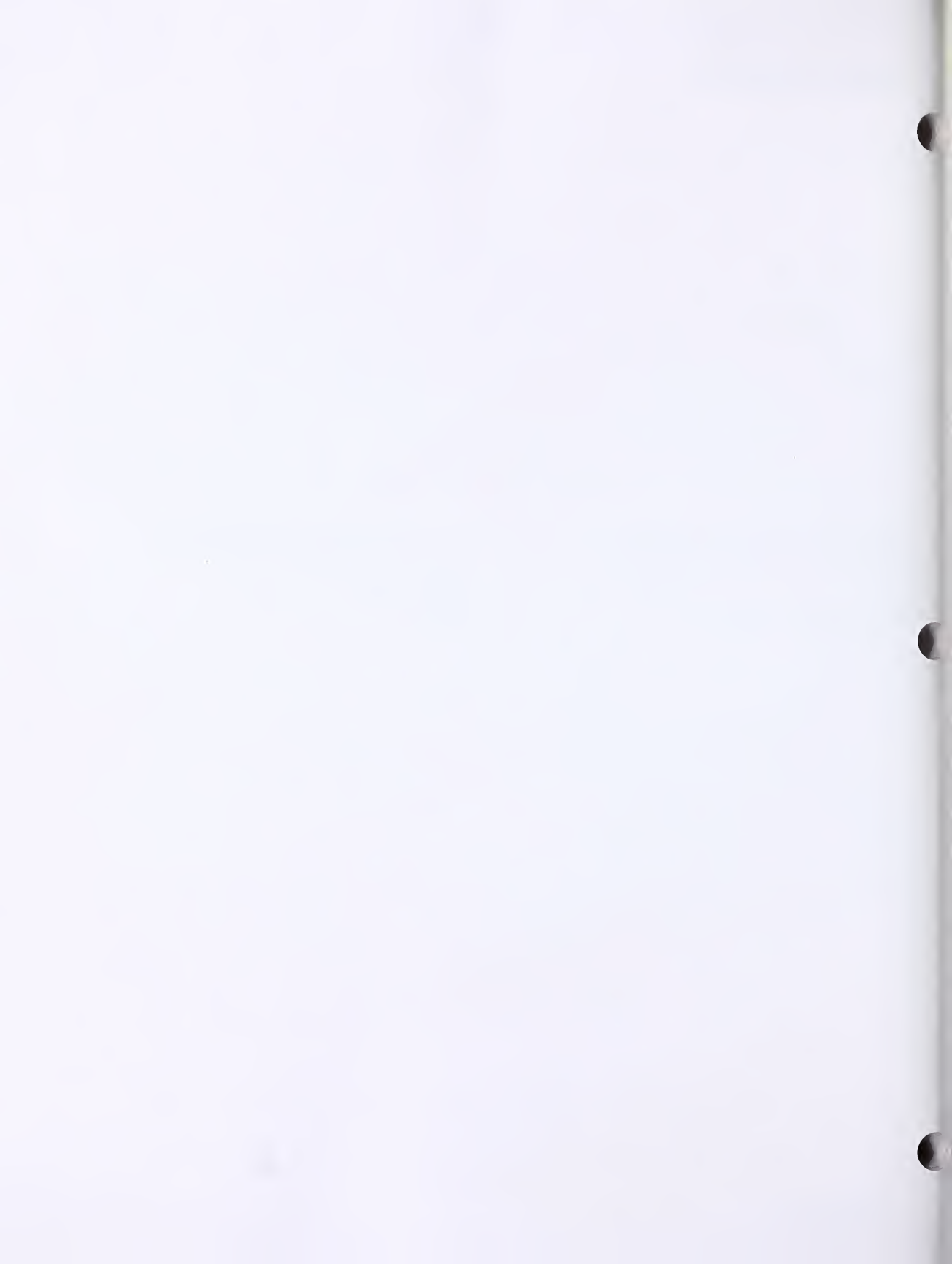
9. Was the transition between print and media smooth?

Yes No If no, give details.

Teacher's Name _____

Name of School _____ Date _____







N.L.C./B.N.C.



3 3286 50158 1785



L.R.D.C.
Producer

Social Studies 10

9SS10T30

1993